

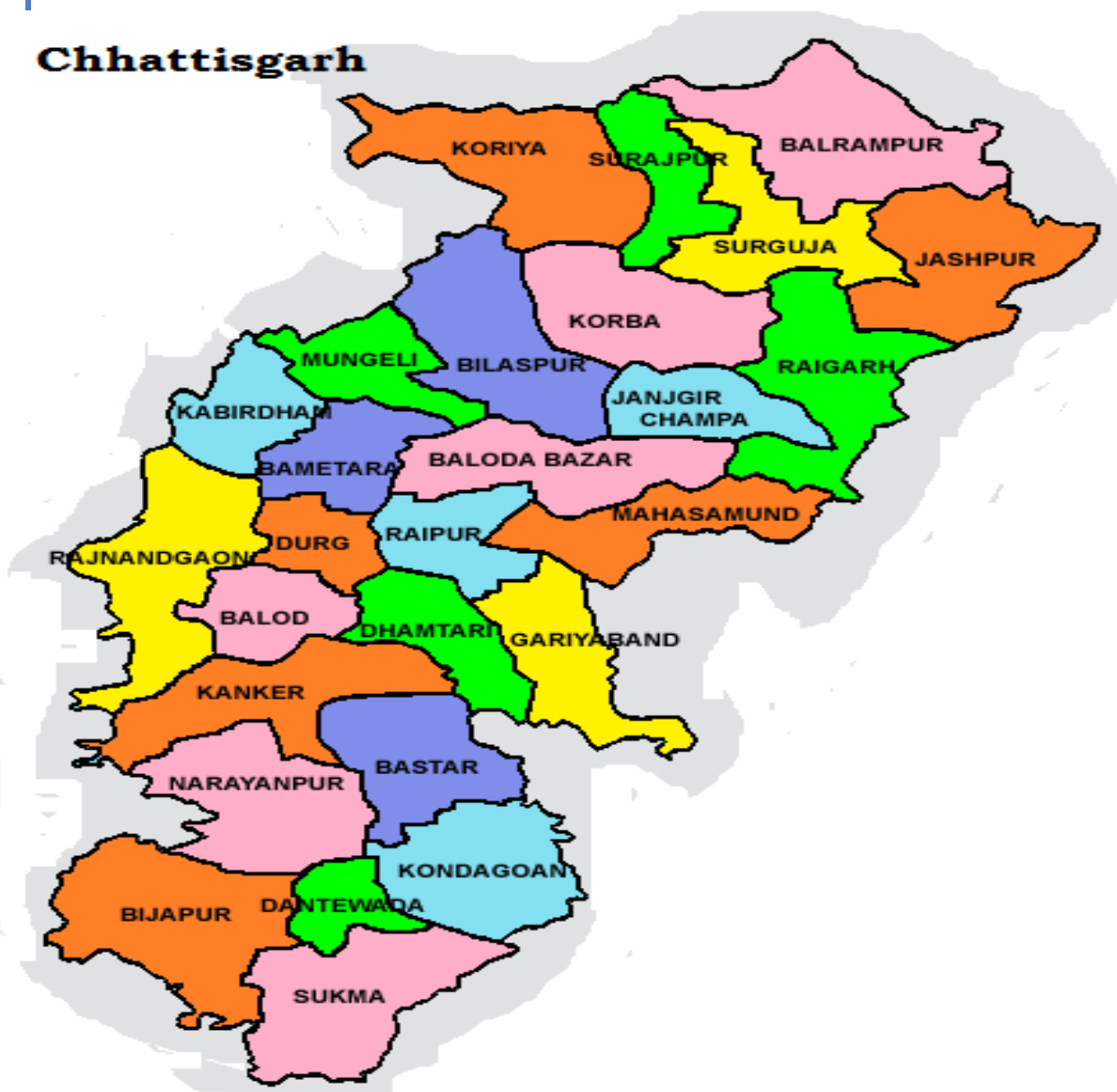


SCERT, CHHATTISHGARH

# GOVERNMENT OF CHHATTISHGARH

## Annual Work Plan & Budget 2017-2018

**Chhattisgarh**



**Centrally Sponsored Scheme on Teacher Education**

# Centrally Sponsored Scheme on Teacher Education

## Annual Work Plan & Budget- 2017-18

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## EXECUTIVE SUMMARY

**Chhattisgarh** (**Chattisgarh**, literally 'Thirty-Six Forts') is a **state** in central India. It is the 10th largest state in India, with an area of 135,194 km<sup>2</sup> (52,199 sq mi). With a population of 28 million, Chhattisgarh is the 17th most-populated state of the nation.

The state was formed on 1 November 2000 by partitioning 16 Chhattisgarhi speaking southeastern districts of Madhya Pradesh. Raipur was made its capital city. It has 27 districts and out of 27 districts DIET's are operational in 17 districts and two districts are in the process of being functional. Namely-1. Ambikapur 2. Bastar, 3. Bemetara, 4. Raipur, 5. Bilaspur 6. Dantwara, 7. Dhamtari, 8. Durg, 9. Janjgir, 10. Jaspur, 11. Kanker, 12. Kabirdham, 13. Korba, 14. Koriya, 15. Mahasbund, 16. Mungeli, 17. Rajnandgaon, 18. Bijapur and 19. Narayanpur.

SCERT Raipur is established in Raipur city and has its own building, funded by one time fund of SIEMAT. In the same building of SCERT, SIEMAT and ELTI is housed. ELTI caters the needs of English language teaching, SIEMAT caters the needs of Educational management and administrative trainings and SCERT caters the needs of Teacher Trainings. The various Teacher Training Institutes which works are IASE, CTE, DIETS, BIET and two BTI's.

The State has **39,193** Primary Schools, **10,272** Upper Primary schools and **12,063** Secondary Schools, Higher Secondary totaling to **61,528** schools functioning under Government, Aided and Private managements with an enrollment of 68.47 lakhs in the age group of 6 to 18 years. In these schools 2.79 lakh teachers are in imparting education to the children.

With regard to teacher education institutions there are 17 governments and 45 D.El.Ed. which has total intake of **3920** students. The state has 2 Government B.Ed. colleges, 1 aided and 130 private B.Ed. colleges with a total intake of 13,900.

Teacher training institutes are functioning in the State under government, private and university managements with an intake capacity of **1,8820** trainees per year.

After the passage of RTE Act 2009, the SCERT has been notified as the State Academic authority to design curriculum and assessment procedures in School Education. Accordingly, SCERT has developed State Curriculum Framework and 09 Position Papers in curricular and other co-curricular areas in accordance with NCF-2005. Based on the State curriculum, new textbooks have been introduced for classes 1-1X in the State. As the academic authority, SCERT has been coordinating with SSA and RMSA in designing and conducting in-service training programmes to teachers. CCE is implemented under the RTE act but it has not provided the results as it was expected to give.

As per the guidelines of MHRD Govt. of India and in continuation to NCF-2005, NCFTE-2009 and NCTE 2014, the process of revision of D.El.Ed. curriculum has been

initiated and curriculum has been developed by conducting number of workshops involving National and State Level experts in teacher education. Steps have been taken to develop a database of all Teacher Education Institutions in the State and Shishak Prashishak portal is set in all DIETs’.

In pursuance to the guidelines communicated by MHRD, GOI, the Annual Work Plan and Budget of Teacher Education of Chhattisgarh for the year 2016-17 has been developed by following BOTTOM UP approach. All the Principals and staff of 16 DIETs, 1 CTE and one IASE were given orientation on the guidelines and planning formats. Later, institution wise plans have been prepared involving field functionaries, administrators, teachers etc. All the institution plans have been consolidated and accordingly the State plan has been developed. The following are the main proposals for the year 2017-18.

- **Civil works:** Three DIETs DURG, BIJAPUR & NARAYANPUR have been sanctioned and the funds are transferred to the PWD .The layout designed have been finalized and the building construction are under process and progress. Six BIETs are been sanctioned under CSS namely - out of which three BIET's - KUSUMI,KONDAGAON &SUKUMA has been approved in 2016-17. BIET - Bagichais merged with DIET Jaspur, DIET Bodla is merged with DIET Kabirdham and BIET Antagarh is merged DIET Kanker . The order for establishing these BIET's are already been sent from establishment. The second phase proposed budget has been proposed in the budget of 2017-18.
- **Salary to the faculty:** As per norms there is a provision to propose salary to the faculty sanctioned and filled up after up-gradation. After up-gradation of teacher training institutes into DIETs 656 posts sanctioned for teaching and out of which 322 posts have been filled up.  
At present 49.34% posts are lying vacant in DIET's,. The up graded posts for CTE and IASE is under process and the file is in process with Ministry of Chhattisgarh . IASE and CTE have undergone NAAC accreditation and have been awarded “A” to IASE and “B+” to CTE.  
To ensure quality the Government of Chhattisgarh has already taken a decision to fill up all the vacant posts in DIETs very shortly. The Department of School Education has already initiated the process to strengthen the Teacher Education in the state.
- **Programmes / Activities:** All the TE institutions SCERT, IASE, CTE and DIET's have proposed the activities keeping in view the training needs of teachers and through the deliberations held with the field functionaries and stakeholders. Based on the activities proposed in the plans of institutions, SCERT has finalized activities to support the faculty of the institutions in implementation of their activities. Certain State Level additional activities for teacher educators and teachers like, orientation to teachers in accordance to CSS guidelines 2012



,PINDICS , Educational Leaderships for DIET principals , Assessment procedures, learning outcomes etc., Training to Teacher Educators in SMART classroom and use of ICT , MOOC, Multiple intelligence ,CCE, Action Research and utilization of Statistical Data, Subject wise training in English , Use of Math's Kit in classroom, Teaching Science with Multi-media , Social science , operationalization of resource centers / curriculum labs and certain impact studies have also been proposed.

Professional Learning Communities (PLC) are very much active in the state and regular discussion paper and pedagogical interventions are been identified and SCERT for their quality enhancement has suggested programs. As per the recommendation of NITI Ayog learning outcomes will be measured in all aspects and the quality indicators of APJ Quality enhancement Campaign will also be taken in account for setting quality indicators and suggesting reform programs.

With the partnership of IFIG, at primary level training and classroom transaction will be given through Thematic Approach, Story-telling festival, School Museum for teaching cultural related pedagogy and provide a favorable environment in schools where children can do and experience things to improve themselves cognitively, physically, affectively and socially.

In accordance to NCF 2005, Art festival, folk dance, and other creative activities are some of the activities which is proposed in this year AWP 2017-18 too.

The D.El.Ed revised text books will be prepared in the NCTE guidelines and orientation program will be conducted. The State has prepared two years B.Ed. course and orientation program and faculty development programme is proposed for the next academic session.

The quality of school experience program both in D.El.Ed and B.Ed. will be enhanced and workshops and orientation program will be conducted and it will be redesigned as the National seminars conducted in academic session 2016-17 pointed out the issues related to it.

A Quality Enhancement, Value education based program including life skills will be conducted for the teachers of POTA CABIN, so that the children living in POTA CABIN living in conflict zone can learn to overcome their emotional and psychological stress and develop a positive, peaceful outlook towards life and get motivated towards academic excellence and self -development.

One National seminar and four State level seminars have been proposed for the AWP 2017-18.

As per JRM recommendation an impact study is taken up to assess the DIET and grade them as per their performance. An institutional performance indicator checklist in terms of academic activities and field support provided by DIET as

academic authority under RTE Act will be assess and accordingly the DIET's will be upgraded.

Developing Reading Habits at primary level plays an important role in child's learning, hence reading and setting up of library in DIET's lab area /practice schools in all the DIET has been taken up as an activity which will be supported by Room to Read, USAID, so that children can develop the habit of reading, thereby enhancing classroom performance in related subjecttoo.

Setting up of libraries and age appropriate reading material will be provided to all the DIET's practice school and strengthening of the DIET's will be done by setting up Math's lab ,English lab and science lab will be set up ,which will be other than a Resource center activity.

- **Contingencies:** The budget under this component has been proposed to 17 DIETs, one CTEs and one IASE as per the norms.

#### **TOTAL BUDGET AND FINANCE PROPOSE BY STATE/ UT (2017-18) -**

##### **Institution & Component wise-**

**EXECUTIVE OF CENTRALLY SPONSORED SCHEME** proposed in Annual Work Plan& Budget for the year 2017-18 as detailed below:

## **Action taken on issues raised by Director of School Education & Literacy- MHRD**

### **1. Revision of Curriculum and Preparation of Teaching Learning Material**

- D.El.Ed Curriculum is being revised in the state of Chhattisgarh as per the guidelines of NCTE 2014. Good number of workshops, deliberations took place. Orientations have also been including in RIE, NCTE and APF and CITE, Delhi pertaining Chhattisgarh Curriculum preparation.

New syllabus and nomenclature of D.El.Ed have been circulated Institutions. Revised syllabus as per NCTE 2014 has been placed in S.C.E.R.T., Chhattisgarh Website for the benefit of all D.El.Ed students and Teacher Educators community.

### **2. Filling up of vacant posts of Teacher Educators, creation of separate cadre for Teacher Education**

- With reference to the JRM recommendations the state is in the process of filling up of the vacant posts. 49% of the Teacher Educators posts in DIETs are yet to be filled. However, to meet the contingency, experienced and qualified Teachers have been deputed to the DIETs, according to subject need time to time and all the requirements, pertaining to Teaching Learning and Practical activities have been completed.

### **3. Strengthening of infrastructure in Teacher Education Institutions**

- Infrastructure in the Teacher Education Institutions needs to be updated. This includes maintenance of buildings, hostels, restocking libraries and strengthening Computer Labs. In this regard accumulated special fee funds available in the DIETs have been utilized to undertake repairs to the buildings duly obtaining permission from the Director SCERT.

### **4. Usage of ICT for scale up of skills of Teacher Educators.**

All the subject Teachers Educators and Teachers in the state are been encouraged to use ICT and classroom and 50 State RP's are been trained in teaching of science by using Multimedia and around 3000 teachers will be trained in this as proposed in the AWP 2017-18. Same has been proposed for English and Social science.

Digital Content, Subject Forums, Action Research and material development are more important activities to be taken up in the program. All the Teachers and Teacher Educators are sharing their knowledge through this program. The details of the 16 Government DIETs was placed and updated in Prashishak Web Portal.

**5. Monitoring and Evaluation of the Teacher Education work in the State-** Monitoring and Evaluation of the Teacher Education work is in progress. The data pertaining to all the D.El.Ed Colleges in the state are placed in the Website. Online monitoring is going on. Inspections and visits have been conducted by SCERT, IASE and CTE faculty. Orientation has been given on revised curriculum and issues have been discussed at length.

**6. Action taken on the observations on the observations of JRM on Teacher Education where the JRM reports have been supported:**

S.No	Recommendations of JRM	Action Taken Note (ATN) by State Govt.
1	Vacant Faculty Positions in DIETs need to be filled up on urgent basis	We agree with the recommendation that there is dire need to fill the vacant faculty positions as 60% of the DIET positions are vacant and deputation of Shiksha- karmi is an Panchayat Department issue which is taking time and is under process.
2	Further, it should be ensured that the faculty deputed/recruited should fulfill the eligibility conditions laid down by NCTE.	The faculty deputed fulfills the eligibility conditions laid down at the time of their appointment. It has a little gap with the new NCTE norms little gap with the new NCTE norms.
3	Separate cadre of teacher educators should be created.	The faculty deputed fulfills the eligibility conditions laid down at the time of their appointment. It has a little gap with the new NCTE norms
4	<b>Programme Advisory Committee</b> should be made functional in SCERT.	We agree with the recommendation and we had organized on PAC but due to not fulfillment of Quorum the meeting was dispel .The PAC is under revision and after short listing PAC will be conducted soon.
5	The buildings of IASE and DIETs and hostels need renovation being in pathetic condition	As per the recommendation action are being taken and proposal on renovation been invited and under process of fund release.
6	There is a need to have vision at the State and Institutional levels.	The State Vision of SCERT has been made and are visions of IASE, CTE and DIET's. It will be revised again as in the light of New Education Policy
7	SCERT may be upgraded to a Teacher Education University at the State level	We agree with the recommendation and it an Administrative level

	and all the TEIs including private institutions running Teacher Education Programmes are brought in its purview.	decision which will be proposed to Ministry.
8	The funds be also sanctioned for faculty development, civil works and contingency.	We agree with the recommendation and in these AWP funds are sanctioned for faculty development, civil works and contingency.
9	There is a need for restructuring of SCERT as per CSSTE Guidelines, 2012.	We agree with the recommendation and Separate Cadre has been proposed for Teacher Education and training and activities are conducted under CSSTE Guidelines, 2012.et
10	The faculty needs to be oriented about the mandate of SCERT/DIETs/IASE/CTE so that they have clarity about their job profile.	We agree with the recommendation and a 15 day's workshop in three phases has been suggested in which academic faculty of all Teacher Education Institutions will be trained on their mandate and required competency and skills so that they can do their job efficiently.
11	There is a need to evolve systematic and objective mechanism for identification of in-service needs so that need based programmes can be organized. The mechanisms for feedback and monitoring of programmes needs to be evolved.	We agree with the recommendation and most of the training needs are identified in a collective meetings of BEO , BRC, CAC with Diet faculty .Yet there is room for improvement and need analysis has to be done in more scientific manner and training should be based on research and studies. SCERT is taking steps on that regard. There is a existing monitoring mechanism in Scert in which SCERT faculty visit the fields.
12	Research Capacity of the faculty working in TEIs needs to be developed.	We agree with the recommendation. Although every year one orientation programme is conducted with the help of NCERT ,yet there is high need of developing the research capacity of TE's
13	Training Management System should be used to develop profile of In-service teachers and Teacher educators for subsequent use for organizing INSET programmes.	We agree with the recommendation and we are in the planning stage to work on the recommendation.

14	All the sanctioned DIETs and BITEs need to be operationalized at the earliest	We agree with the recommendation and all the three DIET's have opened and the layout design have finalized. The BIET's are been established and work are on progress.
15	The potential of technology should be harnessed for capacity building of teachers and teacher educators.	We agree with the recommendation and all the TE's are being provided with smart classrooms and very soon the capacity building of Teacher Educators in advance use of Technology will be imparted to all Teacher educators. Science Training has been imparted with the help of multi-media and 100 resource persons have been prepared in it.
16	The existing EDUSAT setup may be replaced/modified with the new technology and setups be used for In-service education of teachers and teacher educators.	The existing EDUSAT setup is conducting many programs and in future the suggested recommendation will be taken under consideration.

17	Impact studies to study the impact of In-service programmes should be conducted and new models of INSET should be evolved.	We agree with the recommendation and a study is taken up to understand the impact of the in-service training and the split-up model as suggested by CSS12 guideline will used in next year session.
18	Further, CPD of teachers and teacher educators maybe carried out through blended mode. A mechanism needs to be evolved for networking and mutual learning between TEIs.	We agree with the recommendation and preparation has been started and program like MOOC has already started and various national and international agencies are being invited for Teacher Educators Professional development of the state.
19	Potential of ICT should be harnessed or creation of learning communities, e-groups etc. The progress towards Prashikshak Portal being unsatisfactory to be speeded up.	We agree with the recommendation and will speed up our Prashikshak Portal progress.
20	The SCERT library may subscribe e-resources and all the TEIs be linked so that they can have access to these e-resources.	We agree with the recommendation and plan of action is under preparation.



21	1. The DIETs may be graded on the basis of Quality Indicators and differential. Support be provided to them as per their requirements.	We agree with the recommendation and work has been started in that direction.
22	The SCERTs and DIETs should also focus on other functions too and not merely on PSTE and In-Service	We agree with the recommendation and guidance had been provided for making DIETs as Institute of Excellence and Resource TANK

## State Profile –CHHATTISHGARH

**Chhattisgarh** (**Chattisgarh**, literally 'Thirty-Six Forts') is a **state** in central India. It is the 10th largest state in India, with an area of 135,194 km<sup>2</sup> (52,199 sq mi). With a population of 28 million, Chhattisgarh is the 17th most-populated state of the nation.

The state was formed on 1 November 2000 by partitioning 16 Chattishgarhi speaking southeastern districts of Madhya Pradesh. Raipur was made its capital city. Chhattisgarh borders the states of Madhya Pradesh in the northwest, Maharashtra in the southwest, Telangana in the south, Odhisha in the southeast, Jharkhand in the northeast and Uttar Pradesh in the north. Currently the state comprises 27 districts.

1.Balod, 2.Baloda Bazar , 3.Balrampur , 4.Bastar, 5.Bemetara, 6.Bijapur , 7.Bilaspur 8.Dantwara, 9.Dhamtari, 10.Durg ,11.Gariaband ,12.Janjgir ,13.Jashpur ,14. Kanker, 15.Kabirdham, 16Kondagaon 17. Korba, 18.Koriya, 19. Mahasmund, 20 Mungeli 21. Narayanpur,22.Raipur, 23, Rajnandgaon, 24.Surguja, 25.Sukuma 26.Surajpur

Out of 27 districts DIET's are operational in 17 districts and two districts are in the process of being functional. Namely-1.**Ambikapur** 2.**Bastar**, 3.**Bemetara**, 4.**Raipur**, 5.**Bilaspur** 6.**Dantwara**, 7.**Dhamtari**, 8.**Durg**, 9.**Janjgir**, 10 **Jasphur**, 11. **Kanker**, 12.**Kabirdham**, 13. **Korba**, 14.**Koriya**, 15. **Mahasmund**, 16 **Mungeli**, 17. **Rajnandgaon**, 18.**Bijapur** and 19 **Narayanpur**

Chhattisgarh is a tribal dominated state, so there is a multi-cultural, multilingual society in the state. The main language spoken by the people are chattishgari, Hindi, English, Halvi, Gond etc.

After the formation of Chhattisgarh, SCERT was established in Raipur and to enhance the quality of education the state developed its own vision and mission to provide quality education to all the children of the state.

The following is proposed as a vision statement drawn up from the perspective of School Education Department.

To take care of the daunting tasks teacher educators and teachers had been trained from national level institutes like NUEPA, NCERT, IIM's, and XLRI etc. Few teacher educators and officials were given international exposures to and eight teacher educators were sent to Arizona State University, USA through USAID fellowship, an intervention of MHRD.

## 1. About the State

The State was constituted on 1st November 2000. The geographical area of the State covers over 135,191 sq. km.

Most part of Chhattisgarh is covered with hills in northern and southern parts, but the central part of Chhattisgarh is fertile plain. About 44% of the state is covered by moist and deciduous forests of the Eastern Highlands Forests. The State animal is Van Bhainsa, (Wild Buffalo), State bird is Pahari Myna, (Hill Myna) and State tree is Sal, (Sarai). The Mahanadi is the principal river of the State.

The state have three distinct regions viz. Northern, Central and Southern. The northern and southern region is known for its varied and rich forests, its diverse tribal population and unique culture. The central plains of Chhattisgarh are known as the 'rice bowl' of Central India, because of the large number of indigenous varieties of rice that are grown here. There are a large number of rural artisans in this region, and the silk weavers of Janjgir-Champa are well known. (Source: Chhattisgarh Human Development Report, 2005, Govt. of Chhattisgarh)

### Box 1: Facts and Figure

Source: Census 2011	
Total Population	25,540,196
Total Male	12,827,915
Total	12,712,281
Sex Ratio	991
Population Density	189
0-6 Age-Group Population	3584028
Total Literates	1,55,98,314
Literates-Male	89,62,121
Literates-Female	66,36,193
Literacy Rate	71.04
Literacy Rate-Male	81.45
Literacy Rate-Female	60.59

Source: India Human Development Report 2011, IAMR and Planning Commission	
Human Development Index Value (HDI)-2007-08	0.358

Source: Planning Commission	
Human Development Index (HDI)-2006	0.549
Gender Development Index (HDI)-2006	0.542

# Chhattisgarh State Education Profile



## 1. About the State

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Literates-Male	89,62,121		
Literates-Female	66,36,193		
Literacy Rate	71.04		
Literacy Rate-Male	81.45		
Literacy Rate-Female	60.59		

Source: DISE 2011-12	
Educational Development Index (Primary & Upper Primary)	0.513
Educational Development Index (Primary & Upper Primary)-Rank in India	28

Source: Planning Commission	
Human Development Index (HDI)-2006	0.549
Gender Development Index (HDI)-2006	0.542

## 1.1 History

The name Chhattisgarh is not ancient and has come into popular usage in the last few centuries.

All inscriptions, literary works and the accounts of foreign travellers, call this region Kosala of Dakshin Kosala. Even during the reign of the Mughals, it was called Ratanpur territory and not Chhattisgarh. The use of the word 'Chhattisgarh' started in official documents in 1795.

There are various explanations regarding the origin of the word 'Chhattisgarh'. According to Beglar, the real name is Chhattisghar and not Chhattisgarh. The folklore is that ages ago during the time of Jarasandha there were thirty six families. They were mainly leather worker and migrated southward from his kingdom and settled in the region. They build thirty six houses (chhattisghar) which after them is called Chhattisgarh".

Another common explanation is based on the number of forts, which are supposed to be thirty six in number. However, there are differences among experts on this as thirty-six forts cannot be identified in the region. Some experts and historians view the name as the corrupted form of 'Chedisgarh' or the political seat of the Chedis. They are mentioned in the Rigveda and it formed one of the sixteen Mahajapadas and ruled in the area of central and western India.

The place is also associated with the mythological legend and goes as far as Ramayana and Mahabharata. The legend says that Ram, during his Vanvas stayed in Dakshin Kosala, which is modern day Chhattisgarh. The Chedis were part of the Kurukshetra war of Mahabharata.

About the history of the region the famous historian C. W. Wills during the 10<sup>th</sup> century the Kalachuri dynasty ruled the region with its base at Tripuri (modern Tewari) near Jabalpur. During the 11<sup>th</sup> century, a branch of Kalachuri gained prominence in modern Bilaspur region. King Ratanraja of this dynasty founded Ratanpur which continued as the capital of a large part of the country now known as Chhattisgarh. They also called themselves the Haihaya dyanasty. It continued to rule for six centuries. During the end of 16<sup>th</sup> century they acknowledged the suzerainty of the Mughals.

From 1741, the political structure of Chhattisgarh changed. The Marathas attacked the region in that year and deposed Raghunathsinghji, the ruler of Haihaya dynasty and placed Mohan Singh as puppet ruler. After his death in 1758, they finally annexed Chhattisgarh. It came directly under Maratha rule and Bimbaji Bhonsle was appointed the ruler. After the death of Bimbaji Bhonsle, the Marathas annexed it into their territory and adopted the Suba system, the provincial administration system.

The Maratha ruled was marred by unrest and misrule. With large-scale loot and plunder by the Maratha army the region was in chaos.



In 1854, when the province of Nagpur lapsed to the British government, Chhattisgarh was formed into a deputy commissionership with its headquarters at Raipur. After they took the control, historian C. W. Wills, write that they made certain changes in the administrative and revenue systems which adversely affected the people of Chhattisgarh. This was an intrusion in the local socio-cultural milieu which was strongly resisted by the tribals.

During the first war of independence in 1857, Vir Narain Singh, a benevolent zamindar of Sonakhan revolted against the British. The British arrested him in 1856 for looting a trader's grain stocks and distributing it amongst the poor in a severe famine year. In 1857 he escaped with the help of some soldiers of the British Army at Raipur and resumed his fight. Later he was captured and hanged.

## **1.2 Tribal Protests and Rebellions**

The region has witnessed numerous tribal protest and rebellions. Some of these were of local nature while some widespread. It started from the late 18<sup>th</sup> century. The key tribal rebellions are listed:

- Halba rebellion (1774-79)
- Bhopalpatnam Struggle (1795)
- Paralkot rebellion (1825)
- Tarapur rebellion (1842-54)
- Maria rebellion (1842-63)
- First Freedom Struggle (1856-57)
- Koi revolt (1859)
- Mariarebellion(1876)
- Rani rebellion (1878-82)
- Bhumkal (1910)

The Halba rebellion is one of the important events in the history of the region. Started as a rebellion against the Chalukyas by the governor of Dongar in 1774 with intention of carving his own kingdom, the Halba soldiers join him as they were suffering from a prolonged famine and the King was attending to their need. The deteriorating condition of the region led the Marathas and later British to interfere. While the Halba rebellion was internal, the Paralkot rebellion was against outsiders primarily the Marathas and the British. This rebellion was supported by the Abujhmarias. This rebellion was directed against the foreign interference in their land. The rebellion of Tarapur (1842-54) was also against the interference of their traditional social, economic and political setting. In essence all these rebellions were against interference in their traditional way of living. Furer Hamendorf, ethnologist, writes all these rebellions were defensive movements, they were the last resort of tribesmen driven to despair by the encroachments of outsiders on their land and economic resources.

### **1.3 Geographical Background<sup>ii</sup>**

The region has been divided into three regions, the northern region, the central plain region and southern region.

The region enjoys tropical rainy climate with dry winter and dry hot summer. The annual rainfall which it receives from south-east and south-west monsoon is unevenly distributed. Besides, it is irregular as well.

Forests of the region are of tropical moist deciduous and dry deciduous variety and contain three types of forests viz., Sal, Sagaun and mixed forests. Besides, certain trees here grow cocoons for tussar silk as well.

The soil of the uplands is generally lateritic (rich in iron and aluminum, formed in hot and wet tropical areas). It is deeply red and not suitable for agriculture. In the low lying region, it is deeply dark and bluish black. It is soft and sticky when wet and is remarkable for its moisture retaining capacity like black cotton soil. It is known as Kanhar and is most suitable for the cultivation of wheat and other Rabi crops. A yellow sandy soil with admixture of clay found in comparatively higher and better drained area is of lighter texture and pliable. It is known as Matasi and is considered quite suitable for the production of rice. Loamy soil suitable for taking varieties of crops and the soil called as Dorsa is of an intermediate variety between Kanhar and Matasi. The Bhata variety of soil is of sandy and gravelly nature and is available on the tops of the uplands. It is of coarse texture and red colour. As the finer and more productive mineral particles, as well as, much organic matter is washed down the slope from this soil it is very poor in fertility and produces millets only. The alluvial soil is found here only in narrow belts flanking the river channels and on the Mahanadi river quite extensive area is covered with this soil.

### **1.4 Brief about Bastar<sup>iii</sup>**

As the region was secluded, on account of the forests and hills all around it, details of its past is missing in the history. Some epigraphical evidence gives names of seven rulers of the family. Beside these, hordes of coins found in village Edenga Kondagaon of the Bastar revealed names of three kings. The Chhindaka Naga of Chakrakota was ruling in the centre of Bastar district. Their rule over the region has been placed between 1023 A.D-1328 A.D. Besides the Chhindaka Naga dynasty of the Chakrakota, there was one more Naga dynasty ruling from Kawardha. Ahiraja appears to be the first king of the family. The dynasty became the feudatory of the Kalachuris and continued to rule under their protection for pretty long period. Apart from these two Naga families, there was one Somavamsin royal family ruling from Kanker.

The Bastar district comes between the tropics. Hence, the climate here is hot and humid. It was formed post-Independence by merging two feudatory states viz., Bastar and Kanker. The region has undulated topography with well-marked elevations and depressions and has been divided

into natural divisions like Kanker Kotri or north-western plain, north-eastern plateau, Abujhmar hills, southern plateau and Godavari-Sabari plain or Indravati-Sabari plain.

## 1.5 The Movement for Chhattisgarh<sup>iv</sup>

The idea and need for separate Chhattisgarh state started around early 1920s. Though there was no organized movement for it, but some individuals and organizations highlighting its unique identity and expressing the sense of perceived marginalization. The Raipur Congress unit, in 1924, raised the demand for a separate state and later on also discussed in the Tripuri Annual Session of the Indian Congress. Post-Independence, when the State Reorganization Commission was set up in 1954, the demand for a separate Chhattisgarh was placed for its consideration. However, it was not accepted. The movement again gained momentum in the last quarter of 20<sup>th</sup> century. There were formations of many state-wide political forums including Chhattisgarh Rajya Nirman Manch.

The President of India gave his consent to the Madhya Pradesh Reorganization Act 2000 on the 25<sup>th</sup> August 2000. The Government of India subsequently set the First day of November 2000 as the day on which the state of Madhya Pradesh would be bifurcated into Chhattisgarh and Madhya Pradesh.

## 2 Demography

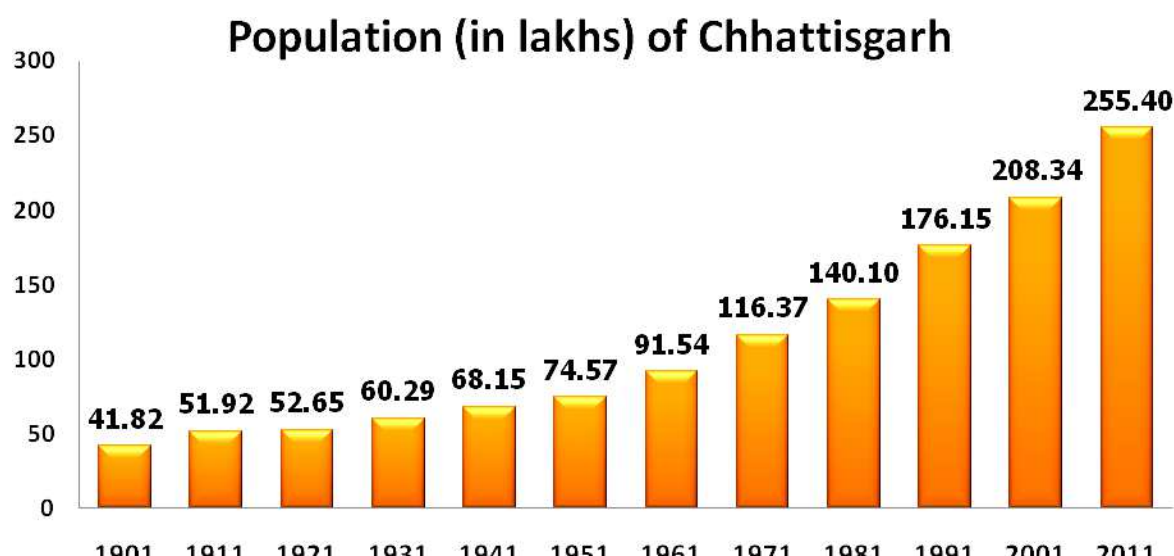
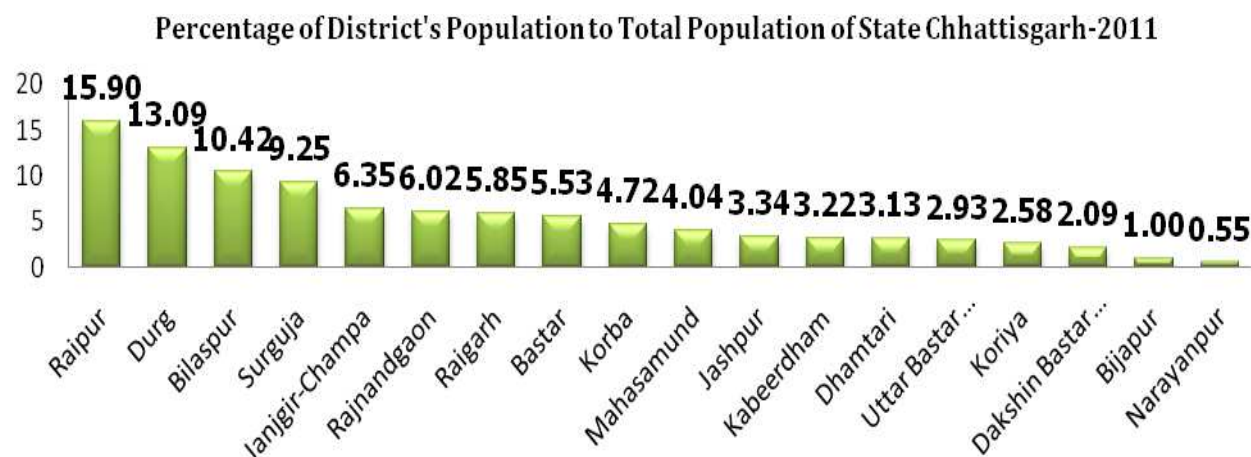
### 2.1 Overall distribution of population

In Chhattisgarh total population as per Census 2011 is 25,540,196, comprising of 19.6 million rural and 5.9 million urban population. An increase of 22.61% since the last decade, the contribution of rural and urban areas are 17.75% and 41.83% respectively. The population of Chhattisgarh forms 2.11 percent of India in 2011. Raipur has the largest share of rural population at 2.58 million (13.16% of the State's rural population) followed by Surguja (10.79%) and Durg (10.5%) Raipur also has the highest share of urban population at 1.4 million (24.98%) followed by Durg (21.63%) and Bilaspur (11.45%).

	Rural	Urban
Population (%)	76.76%	23.24 %
Total Population	19,603,658	5,936,538
Male Population	9,792,514	3,035,401
Female Population	9,811,144	2,901,137
Population Growth	17.75 %	41.83 %
Sex Ratio	1002	956
Child Sex Ratio (0-6)	972	932
Child Population (0-6)	2,866,474	717,554
Child Percentage (0-6)	14.62 %	12.09 %
Literates	11,173,237	4,425,077

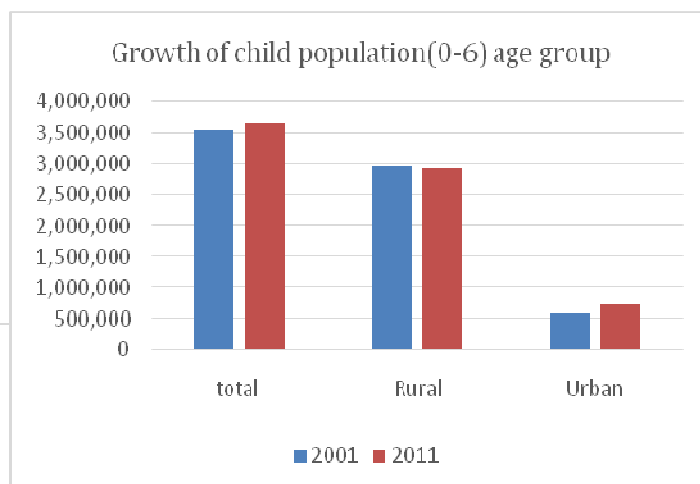
Average Literacy	66.76 %	84.79 %
Male Literacy	78.20 %	91.63 %
Female Literacy	55.40 %	77.65 %
Census 2011		

In Chhattisgarh, the rural population constitutes 76.75% of the population, similar to the all-India level of 68.84%. Growth rate of population in Chhattisgarh between 2001 and 2011 is 22.61% (Rural - 17.75% and Urban - 41.83%), which is slightly higher than all-India figures (Total- 17.7%; Rural-12.3%; Urban - 31.8%). It can be seen that rate of urbanization in the state is higher than that of national average.



## 2.2 Growth in child population and total population

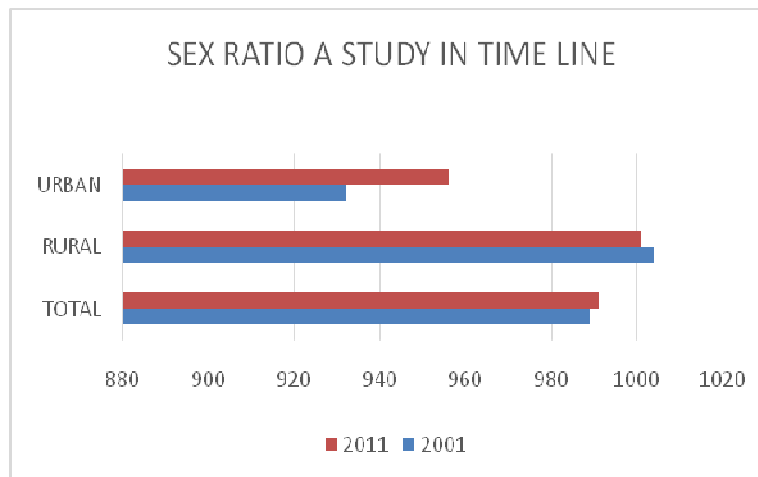
The total population shows a growth rate of 22.61% between the period 2001-11. However, in the same period, the child population (0-6 years) has remained more



or less stationary and shows very little change. This could be indicative of lowering fertility rates in the state especially in the rural areas and increased migration for employment.

### 2.3 Sex ratios

Sex Ratio in Chhattisgarh is 991 i.e. for each 1000 male, which is above national average of 940 as per census 2011. In 2001, the sex ratio of female was 990 per 1000 males in Chhattisgarh.



## 3 Communities<sup>v</sup>

### 3.1 Agariya

A community of Chhattisgarh and Madhya Pradesh, its name is derived from aag (fire), appropriately associated with the furnace used for smelting iron ore. They also call themselves Lohar (loha meaning iron), and are referred to as Patharia in Rewa, Kelha Agaria in Chhattisgarh, Khunria Chok and Mahali Asur Agaria in Bilaspur and Godduka Parharia in Raipur. The concentration of the community is in the Maikal hill ranges which run through Mandla, Bilaspur, Rewa and some other districts.

### 3.2 Baiga

Also known as the Panda, the term Baiga means a priest. They believe that they are the descendants of mother earth. According to another legend, their community descended from a man called Nanga Baiga. They are village priests and medicine men, distributed in the forest hill tracts of the Manla and Balaghat districts. They are also found in the districts of Seoni, Chhindwara, Bilaspur, Shadel and Durg in small numbers. A majority of population are from rural areas. Many Baigas are landless. They often collect forest produce like fuel wood and medicinal herbs to sell at the markets where they buy their daily needs. There is an increase in the number of wage earners among them in recent years.

### 3.3 Bhaina

According to legend they are the descendants of an 'admixture' of the Baiga and the Kavar. They are distributed in the fertile plains of the Raigarh and Bilaspur districts. They speak in Chhattisgarhi. The Bhaina are divided into exogamous totemic clans like Deur, Chechan, Bendra, etc. The Bhaina occupy a high position in the local social hierarchy.

### 3.4 Bharia Bhumia

A forest dwelling community they relate a legend of their origin which says that Arjun, one of the Pandavas, produced some men by pressing bharru grass; these men are said to be the

ancestors of the Bharia. At present, the Bharia claim to have Kshatriya status and prefer to be called Bhari Thakur. They trace their origin from the Bhar kingdoms which were once dominant in the eastern part of the United Provinces and in Madhya Pradesh. The Bharia are mostly distributed in the Seoni and Chindawara districts and have also been notified as Bharia Bhumia, Bhuinhar Bhumia, Bhumiya.

### **3.5 Bhil**

The Bhils are the second largest scheduled tribe of India. They are spread over a large territory of western India and are concentrated in southern Chhattisgarh, western Madhya Pradesh, Gujarat and northern Maharashtra. Their population in Chhattisgarh is very low as per Census 2001.

### **3.6 Bhattra**

According to Russell and Hiralal (1916), Bhattra means servants, as they were formerly village watchmen and domestic servants. They claim to have come to Bastar from north India via the southern part of Bastar, along with the chief (raja) of the last dynasty. They are distributed in Bastar and in adjacent parts of Orissa, where they are notified as the Bhottada, a scheduled tribe. They are mostly a rural community with more than 98 per cent are from the rural areas. They speak in Bhatri, an Indo-Aryan language, among the kin-group and use the Halbi language for inter-group communication.

### **3.7 Binjwar**

A community of Madhya Pradesh and Chhattisgarh, Russell and Hiralal (1916) have mentioned that the community derived its name from the Vindhya Mountains from where they migrated. There are two endogamous divisions, namely the Binjhwar proper and the Sonvaha Binjhwar, found in large numbers in the districts of Raipur, Bilaspur, Sarguja and Raigarh. They speak in Chhattisgarhi at home and use the Devanagari script. They are also conversant with Hindi and Sadri. The Binjhwar are a landowning community and their primary occupation is agriculture. They also work as agricultural labourers. The main deity of worship for the Binjhwar is Panigosain who is also called Sarat. They worship clan and village deities like Thakurdev, Mahadev, Markin Dai and Mathin Dai.

### **3.8 Gond**

Numerically the most dominant tribe of India, their homeland extends from the Satpura range down to the Godavari, from Uttar Pradesh (Gonda district) and north Bihar to Andhra Pradesh and from Maharashtra to Orissa. They have lent their name to Gondwana, a historical region which gained prominence during the medieval period. Their mother tongue, Gondi, belongs to the Dravidian family of languages. The Gond are now bilingual or even trilingual. The Gond are proficient in wall paintings, which they do in red and black on a white background. The pictographs are made to celebrate festivals and for aphrodisiacal purposes. They draw many natural objects such as animals and birds, trees and human figures, the hunt and dancers, as well as geometric forms to decorate their walls. The decorations are made with thick sticks, mud or clay mixed with chaff and water. The commonly found motif in wall paintings is the triangle used in inverted juxtaposition in panels, and as borders around the wall in the form of a



chavad. Gond are also proficient in wood carving. Doors and panels are carved by them to decorate their houses. The Gond has a very rich folklore.

### **3.9 Basor**

An occupational community of bamboo workers, they are known by various names, such as the Bansor, Basar, Bansphor, Bansodi, Baskar and Burud. In the Jabalpur district, they are called the Basor, the Baskar and the Bansphor. Their community name might have been derived from the word bans, meaning bamboo. The Basor trace their origin from one Raja Banu or Venu. It is said that Raja Banu was so pious that he raised no taxes from his subjects and earned his livelihood by bamboo work.

### **3.10 Dewar**

Traditionally a nomadic community, they probably are made up of excommunicated members of other tribes in Chhattisgarh. They trace their origin to Devagarh (house of god). Once they had a language of their own, but now they mostly speak in Chhattisgarhi both at home and with other people. Many of them also speak in Hindi and Oriya. They write in the Devanagari script. The Dewars eke out their living by singing songs in the streets, snake charming and playing with monkeys. They also resort to begging for alms. The rearing of pigs is a vital economic activity for the Dewars. Notable changes are evidenced in their way of life in recent times. Earlier they were nomadic but now they are only seasonal nomads. Many of them have stopped begging. They are now largely engaged in the purchase and sale of household garbage and in pig-rearing.

### **3.11 Ganda**

Traditionally the Ganda were musicians who play drums and other musical instruments at the time of Holi and Dussehra but presently they are mainly engaged as agriculturists and daily-wage labourers. Some of them pursue subsidiary occupations like selling vegetables and making idols. The Ganda are also known as Gara. They migrated from Orissa to Madhya Pradesh and are concentrated in the Chhattisgarh area.

### **3.12 Mahar, Mehra, Mehar/Mahara**

The Mahar, who migrated and settled in the Bastar and Balaghat districts (about hundred years back), are referred to as Tigda by the local people but they like to call themselves Kotia. The local people called them Tigda owing to the frequent use of words like ikde and tikde. Traditionally, the Maharas were village servants who removed dead animals from the village. Many of them now work as village watchmen (korwars). They pursue agriculture and also work as agricultural labourers.

## 4 Education

- The actual percentage of beneficiaries of ICDS programmes was around 70% of the targeted population in 2011-12.M
- Majority of schools provide mid-day meals, however food is cooked in the open in most of those schools.
- Urbanized districts like Raipur, Durg and Bilaspur have high proportions of private schools
- 75% of the Primary only schools have a favourable PTR of 30 or less.
- 1/3rd of the regular teachers in elementary schools of Chhattisgarh are females.
- The proportion of trained teachers in government schools is higher than that of private schools
- According to ASER 2012 average learning levels of children in Chhattisgarh are lower than that of India.
- There are district wise variations in PTRs of secondary and higher secondary schools in Chhattisgarh.
- Teachers in the secondary schools of Chhattisgarh are primarily from the arts stream.

In today's context, education is synonymous with formal education, which involves teaching conducted in a school, based on a State-guided curriculum, imparted by teachers formally employed and trained for the job. The Jan Rapats broaden this definition to include not only school education, but all learning, knowledge and information that people acquire over the course of their life

Knowledge encompasses wisdom (gyaan) information (jaankaari), and education (vidhya or shiksha). In analyzing knowledge, therefore, it is important to explore the local systems of knowledge and education. While knowledge can be explored in all aspects of life, including knowledge systems with respect to livelihoods, health, social, political and economic institutions, customs and traditions, education is important in enhancing human development. Formal education builds capabilities that enable people to avail of opportunities both at home and outside. It is a process that develops self-reliance and self-esteem, so that a person can negotiate the world with skill and understanding.

(Chhattisgarh Human Development Report  
.....Chapter 3-Education Knowledge and Information, page 87)

Education, then, refers to a continuous process that enlightens, strengthens and empowers people. Transmission of education may be in the form of letters, a skill, a way to live life, the capability to extract natural resources from the forests, to make medicine from herbs, to cultivate land, or learning to read and write. People clearly articulate the sentiment that while there may have been an absence of a formal structure like a 'school' in the past, a number of sources of learning did exist that continue to be present today.

#### 4.1 Education Developments in Chhattisgarh – Some Historical Background

To understand the history of education of Chhattisgarh, there is a need to look at, how the state was formed? The state was formed by the bifurcation of the state of Madhya Pradesh in year 2000. Madhya Pradesh was created in 1950 from the former British Central Provinces and Berar and the princely states of Makrai and Chhattisgarh, with Nagpur as the capital of the state. Later in 1956, the states of Madhya Bharat, Vindhya Pradesh, and Bhopal were merged into Madhya Pradesh. In November 2000, as part of the Madhya Pradesh Reorganization Act, the southeastern portion of the state split off to form the new state of Chhattisgarh.

Therefore the present document on the “History of Education in Chhattisgarh” that focuses on both pre and post education scenario in Chhattisgarh, consists of information collated from literatures on Madhya Pradesh, Central Provinces and Berar. Old Madhya Pradesh was known as Central Provinces and Berar, prior to independence while Madhya Bharat was formed in May 1948.

Most of the literature work focuses on history of education with reference to India. During the colonial period two third of the Indian sub-continent was under the British Crown which included the Central Province and Berar. Therefore it could be inferred that the education related policies that were adopted for India would also had been applicable to the present state of Chhattisgarh.

Based on the above literature found, as per the above context, following inferences about the education in state of Chhattisgarh could be derived.

##### **Wood’s Education Despatch of 1854**

It was the 1st official document regarding the provision of schooling in British India. It created an elaborate machinery of education departments at the province-level with established guidelines for the development of schools at the primary, secondary and collegiate level. As earlier policies promoted a very high degree of education for a small number of natives, the upper castes, the Company now emphasized the importance of creating a mass schooling system with instruction in the vernacular medium. Given the high costs of building such a system, the Despatch introduced public subsidies known as ‘grant in- aids’ to partially support schools under private management that came to be known as aided schools. By encouraging grant-in-aids, the Company created an important role for private Indian enterprise in the public school system. Although the British Crown formally took control over the Indian sub-continent in 1857, the general guidelines of Wood’s Despatch set the tone for subsequent colonial policies.

#### History of Education – Pre-Independence

- Until the early 19th century, no vigorous efforts were made to encourage local indigenous schools, the East India Company promoted new public schools of western learning to serve the higher classes of Society to produce a group of English educated elites who could then work in the colonial administrative offices.

- During the colonial period, approximately two-thirds of the Indian sub-continent was under the direct control of the British Crown. During 1850 to 1917, education policy was under the direct control of the East India Company and the British Crown. This particular time period begins with the drafting of Wood's Despatch of 1854.
- Over most of the period, the growth of primary education generally lagged behind. Collegiate and secondary education expanded tremendously from 1887 to 1917 in central province. In comparison, the growth of primary schools and enrollment lagged behind.
- As the new public system developed, the demand for an English medium education became more entrenched and there was a dramatic increase in the number of English medium secondary schools and colleges over the second half of the 19th century.
- The Indian Education Commission Report of 1883 made primary education a subject of critical importance with a declaration that "elementary education of the masses, its provision, extension, and improvements, to be that part of the educational system."
- While colonial policy of 19th century focused on quantitative improvements and private support for schooling, Lord Curzon switched the focus to quality improvements and greater state control in the early 20th century. Former policies of promoting aided secondary schools and colleges were abandoned in favor of instituting government schools as role models for aided schools. The importance of mass primary schooling was emphasized again and various schemes were developed to increase literacy, which was as low as 7% in 1911 in India.
- Literacy rates remained fairly stable from 1850 to 1917. In central province, the literacy rate for males was 6% compared to 0.3% for females (provincial census India 1911). Caste system had tremendous influence on the literacy rate. In 1911, it was highest among Brahmans (43%) compared to other higher (42%), middle (10%) and lower (2%) castes.
- Literacy among aboriginal tribes was even lower than among the lower castes with less than 1% of the tribes recorded as literate in any province. The tribes were found in large numbers in the jungles of central India.
- Literacy rate and enrolment was low in central province compared to coastal provinces like Bombay and Madras.
- In colonial period, education was primarily funded by the land taxes, an important source of provincial revenues in the 19th and early 20th century. Sources of fund (from 1881 to 1932) included Provincial Government Revenues, District Board Revenues and Fees and Private Funds (Endowments, etc.)

## Education Status in Central Province and Bearer

Year	Schools per 100,000 of population				Enrolment Rates (Pupils/School-Age Population Reported in Percentages)			
	Total Public Schools	Public Primary	Public Secondary	Public Collages	All Recognized Institutions	Primary Schools	Secondary Schools	Art & Professional Collages
1891-92	20.34	18.39	1.79	0.032	7	5.7	1.2	0
1896-97	24.49	22.64	1.74	0.032				
1901-02	24.24	22.15	1.94	0.034	8.9	7.4	1.4	0
1906-07	25.05	21.79	3.09	0.045				
1911-12	25.42	22.46	2.83	0.038	13.4	10.9	2.4	0
1916-17	32.36	28.84	3.28	0.050				
1921-22					15.8	12.5	3.2	0
1931-32					19.4	14.3	4.8	0.1

\*These tables are prepared using data from the Quinquennial Reviews of Education  
Education Post-Independence

There was no facility for education in Chhattisgarh before four-five decades. Primary-secondary and higher secondary education were available in cities or towns but there was scarcity of facilities for higher education. It can be guessed through this thing that the first college was started in this region in 1938. However colleges were opened in the mid of fiftieth's decade but the nearest universities had been Sagar and Nagpur. The first university was established at Khairagarh region in 1956. But it was university of art and music. Pt. Ravishankar Shukla university began to work in Raipur in 1964. Afterwards Guru Ghasidas University was established in 1983 and Indira Gandhi Agricultural University was gifted in 1987 in the region. In this way there were 4 universities in this region today. There were 12 universities in Madhya Pradesh at present.

There is continuous progress in the facilities regarding primary to college education in the region. According to population 26.68 percent of population of Madhya Pradesh resides in Chhattisgarh. According to this point of view Chhattisgarh's educational facilities are in progress with the entire managements of Madhya Pradesh in same pace. At present 29.62 percent primary, 28.95 percent upper primary, 26.50 percent higher secondary and 22.24 percent colleges Madhya Pradesh are in Chhattisgarh.

According to data there were 19145 primary schools in the region in 1985 which had increased in 20332 in 1990. There were 3455 secondary schools in 1983 which had increased to 4019 in 1990. The number of higher secondary schools including high schools and higher secondary increased to 1073 in 1990 in comparison of 771 in 1983. The number of colleges had been 123 to 86 during this period. There were 52662 teachers in primary schools, 16609 in upper primary

schools and 13495 in higher secondary schools in the region in 1990. The number of teachers in colleges was 1983.

Analyzing the internal condition of the region, it is found out that Raipur Commissionaire is the most affluent regarding educational facilities. Three universities are only in this Commissionaire. The condition of educational facilities are good in Raipur in comparison of other districts. Bilaspur district is in good condition regarding educational facilities in tribal populated Bilaspur Commissionaire.

Literacy: -- The literacy percent of India is 52 and Madhya Pradesh is 43 and in that term Chhattisgarh (35 percent) is backward. The literacy percentage of male and female is respectively 23 and 47 which is equal to Madhya Pradesh. In terms of districts during census of 1991 the literacy percentage in Durg was 47. At the same time 39 in Raipur, 36 in Bilaspur and Rajnandgaon, 34 in Raigarh, 24 in Surguja and 20 percent people were literate in Bastar. The highest literacy rate of male and female was in Durg district respectively 35 and 61 percent. There is possibility of Durg being as fully literate due to literacy program. In the meantime the literacy percentage of Raipur and other districts has increased that's data is not available.

The last decade has been a period of marked improvement in the literacy rate in Chhattisgarh. From a literacy rate of 42.91 percent in 1991 as against the national average of 54.21 percent, the literacy rate in Chhattisgarh has climbed to 64.7 percent in 2001, and it is at par with the national average of 64.8 percent. Better enrolment, reduced dropout rates, better access to schools for children and some success in adult literacy programmes have enabled the State of Chhattisgarh to catch up with the national average in just a decade.(.....Chapter 3- Education, knowledge and Information Page 89)

Table: Literacy Rate of districts and state of Chhattisgarh (1991-2001)

District	Literacy Rate (%)						Difference between male and female literacy rates	Increase between 1991 and 2001 (in percentage)
	1991			2001				
	Persons	Males	Females	Persons	Males	Females		
Chhattisgarh	42.9	58.07	27.52	64.7	77.4	51.9	25.5	21.79
Kanker	37.7	51.37	24.13	72.9	82.7	63.3	19.4	35.19
Rajnandgaon	48.77	66.0	31.9	77.2	87.2	67.6	19.6	28.43
Surguja	27.34	39.0	15.2	54.8	67.6	41.6	26	27.46
Raigarh	42.96	59.05	26.93	70.2	82.7	57.6	25.	27.24
Jashpur	38.33	51.02	25.67	63.8	75.2	52.4	22.8	25.47
Kabirdham	29.78	45.42	14.16	55.2	7	39.5	31.5	25.42
Mahasamund	42.85	60.22	25.85	67	81.	53.3	27.8	24.15
Korea	38.79	51.78	24.53	63.	75.7	49.7	26	24.3
Bastar	23.06	32.4	13.7	43.9	56.3	31.6	24.7	20.84
Dhamtar	52.84	69.92	36.02	74.9	86.5	63.4	23.	22.06
Raipur	48.65	65.47	31.56	68.5	82	54.8	27.2	19.85



Janjgir-	47.36	67.4	27.56	65.9	81.8	50.	31.7	18.54
Bilaspur	45.46	62.43	27.99	63.5	78.4	48.2	30.2	18.04
Korba	45.3	61.52	28.15	61.7	75.9	47	28.9	16.4
Durg	58.7	74.06	42.78	75.6	86.4	64.6	21.8	16.9
Dantewada	16.46	22.87	10.09	30.2	39.8	20.7	19.	13.74

Source: Census of India, 2001, (Chattisgarh Human Development Report .....Chapter 3- Education, knowledge and Information Page 90)

A comparison of the literacy rate in the last decade shows that Kanker, Rajnandgaon, Surguja, Raigarh, Jashpur and Kabirdham have recorded substantial increases in literacy levels with an increase of at least 25 percentage points. Districts like Rajnandgaon, Mahasamund, Raigarh and Durg, which have relatively high literacy rates, started with better initial situations and continue to have higher literacy rates. This supports the view voiced in many Jan Rapats that an area or people that has had access to education earlier continues to have an advantage over areas that are late starter.

Kanker seems to be the only exception. The three districts of Kanker, Bastar and Dantewada (all three were part of district Bastar, prior to 1998) were part of the first phase of the District Primary Education Programme (DPEP). While Kanker in 2001 has recorded a literacy rate higher than the State average of 64.7 percent, both Dantewada and Bastar have significantly lower literacy rates at 30.2 percent and 43.9 percent respectively. However, each of these districts recorded a doubling in their literacy rates in the 1991-2001 period. Kanker district has recorded the highest percentage increase in the State. The literacy rate for women has improved significantly in the last ten years, moving up from 27.52 percent to 51.9 percent. Kanker, Rajnandgaon, Durg, Dhamtari, Raigarh, Raipur, Jashpur and Mahasamund districts have female literacy rates, which are higher than the literacy rate for women has improved significantly in the last ten years, moving up from 27.52 percent to 51.9 percent. Kanker, Rajnandgaon, Durg, Dhamtari, Raigarh, Raipur, Jashpur and Mahasamund districts have female literacy rates, which are higher than the national average. However, in Dantewada district, only one in five women is literate and in Bastar district only one in three women is literate. (Chattisgarh Human Development Report .....Chapter 3- Education, knowledge and Information Page 90 & 91)

#### Who is literate?

The Census document classifies a person as literate if he/she can read and write. Literacy is assessed by the person's own admission or from the information provided by the person who is questioned during the Census operations. Literacy as measured by the Census is quite limited and though it is used as an important indicator in education, it is nothing more than the basic ability to read and write. The level of literacy that enables a person to read or write with reasonable skill and comprehension is not measured by this definition. (Chattisgarh Human Development Report.....Chapter 3- Education, knowledge and Information. Page

## 4.2 Pre-school Education

The Integrated Child Development Scheme was launched in 1975 in India aimed at early childhood development and maternal health. Thus, on one hand it seeks to provide pre-school education to children and on the other hand it attempts to break “the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality”.

The following are the primary objectives of ICDS Scheme (*Source: Ministry of Women and Child Development, GOI*):

- i. “to improve the nutritional and health status of children in the age-group 0-6 years;
- ii. to lay the foundation for proper psychological, physical and social development of the child;
- iii. to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
- iv. to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
- v. to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.”

The ICDS scheme aims at achieving the above objectives by providing a package of services that comprise of:

- i. supplementary nutrition,
- ii. immunization,
- iii. health check-up,
- iv. referral services,
- v. pre-school non-formal education and
- vi. nutrition & health education.

All the services are provided in an Anganwadi Centre (AWC) that have been set up in each village of India. The pre-school non-formal education (PSE) component of ICDS “focuses on total development of the child, in the age up to six years, mainly from the underprivileged groups. Its programme for the three-to six years old children in the anganwadi is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development.” The PSE component tries to achieve universalization of education by providing not only necessary preparation for primary schooling but also providing care for young children thereby freeing the older siblings from the burden of taking care of younger siblings so that they can attend school.

An ICDS team comprises of Anganwadi Workers (AWWs), Anganwadi Helpers (AWHs), Supervisors, Child Development Project Officers (CDPOs) and District Programme Officers (DPOs). Currently, the Government of India pays an honorarium ranging from Rs 1438 to Rs 1563 to AWWs and Rs 750 per month to AWHs. Chhattisgarh government pays an additional honorarium of Rs 500 to AWWs and Rs 250 to AWHs over and above that paid by the GOI.

According to the APIP Report 2012-13 of the Department of WCD, Government of Chhattisgarh, 97% of the sanctioned AWCs are currently operational.

	No. of ICDS projects		No. of AWCs		Beneficiaries of pre-school education		
	Sanctioned	Operational	Sanctioned	Operational	Boys (3-6 yrs)	Girls (3-6 yrs)	Total (3-6 yrs)
<b>Chhattisgarh</b>	220	220	43763	42497	458738	468583	927321

The number of actual beneficiaries of ICDS services in Chhattisgarh was 2.54 million in 2011-12 which was 70% of the total beneficiaries surveyed. Moreover, while the per centre number of surveyed beneficiaries was 86, the per centre actual number of beneficiaries was 60 indicating a per centre efficiency of 70%. Although the figure for 2011-12 is low, per centre efficiency for AWCs in Chhattisgarh has increased from 60% in 2000-01 to 64% in 2005-06 and finally to 70% in 2011-12. The number of mini AWCs in the state was 5767, i.e. 88% of the total sanctioned in 2012-13.

The preschool education (PSE) component of AWCs benefitted almost a million children in 2012-13. Since 2007-08 the number of beneficiaries of PSE in AWCs in the state has steadily increased. Thus, the number of beneficiaries increased by 17.8% between the years 2007 (the base year) and 2012. In Chhattisgarh, the number of female beneficiaries of PSE components in AWCs has always been more than the number of male beneficiaries. The APIP report outlines some of the reasons for this trend. The report suggests that female children are more likely to be sent to AWCs while male children are made to work in the fields by their parents. It has also been seen that a male child is more likely to be sent to a pre-nursery school than an AWC if it exists in the village, thereby increasing the number of female students in AWCs. Moreover, in tribal areas of the state since the sex ratio is more favourable for girls, the number of female students in AWCs is higher.

Although AWCs provide huge benefits to the village community through child and maternal health and nutrition and by providing pre-school education to children, in terms of infrastructural AWCs in Chhattisgarh are not up to the mark. 31% of the AWCs do not have buildings. Moreover, while only 31% of the AWCs had facilities for potable water, only 27% had any toilet facility. Thus, in order to strengthen the effectiveness of AWCs in Chhattisgarh, infrastructure of AWCs will have to be improved.

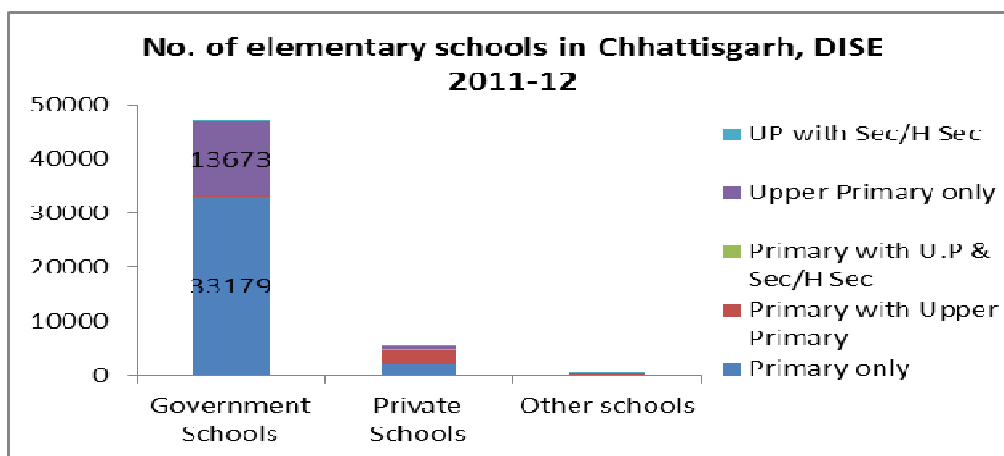
### 4.3 Elementary Education

#### 4.3.1 Schools

The total number of pre-primary and primary schools in the State was 31,086 in 2002-03, with an enrolment of 30,19,092 children. Girls constitute about 47 percent of the total enrolment in schools. The number of teachers in these schools is 73,871 and the average teacher-pupil ratio is 1:45. This average figure does not reflect the extremely high teacher-pupil ratios in some districts. The Jan Rapats state that in many villages, one teacher looks after 50 to 70 students and may even teach multiple classes simultaneously. In addition, 2,55,303 children are enrolled in the Education Guarantee Scheme (EGS) schools, which have been set up.

The enrolment at the entry level (class-I) has improved with respect to the girl child. The total enrolment in 2001-02 was 7,23,180 children, of which 3,23,500 or 44.7 percent were girls. In 2002-03 enrolment increased to 8,20,234 of which 3,85,315 or 47 percent were girls. The increase in the enrolment of girls is higher than the enrolment for boys. The increasing awareness of the need to educate girls is reflected in the Jan Rapats. (Chhattisgarh Human Development Report .....Chapter 3- Education, knowledge and Information Page 91)

According to DISE 2011-12, the number of elementary schools in Chhattisgarh is 52,798 out of which 47,004 are government schools, 5,504 private and 290 other schools including madrassas and unrecognized ones. The breakup of the schools is given below. While majority of the government schools are primary only, large number of upper primary only schools are also run by the government. Unlike government schools, the primary-with upper primary schools form the largest chunk of private schools with 2376 out of 5504 schools. Moreover, for schools that have all 3 sections (primary, upper primary and secondary/ higher secondary) the number of private run schools is more than the number of government run schools. Out of the government elementary schools in Chhattisgarh, 63% of the schools are managed by tribal or social welfare department of the state, while around 37% are run by the department of education.



Not all elementary schools of Chhattisgarh are well equipped and many lack basic necessities like electricity and kitchen shed. Only 25.6% of the schools have electricity connection while around 55% have girls' toilets. However, most of the schools have school management committees (SMCs). Although over 97% of the schools provide mid-day meals to its students, only 40.7% of the total schools have a kitchen shed. Thus, food is cooked in the open in the majority of the schools that provide meals.

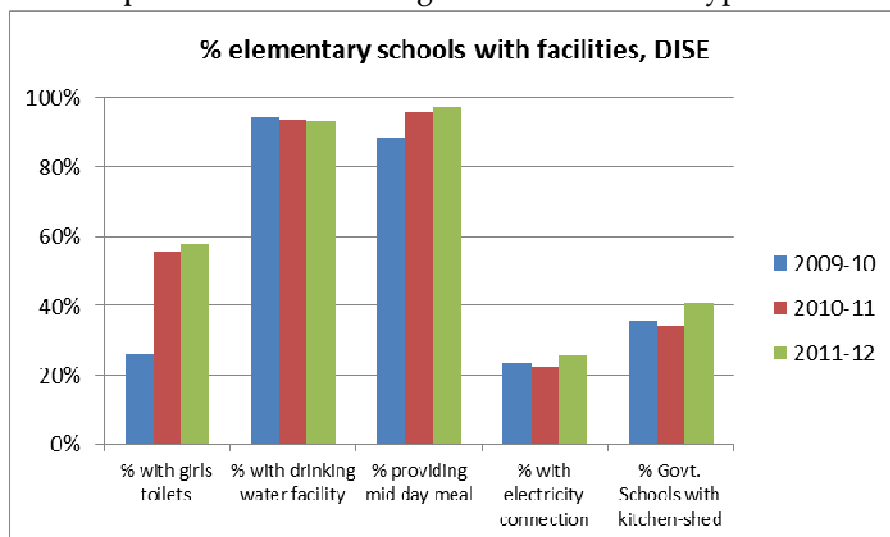
School facilities DISE 2011-12		
	2010-11	2011-12
% Schools with girls toilets	55.6	57.6
% Schools with boys toilets	31.9	54.6
% Schools with drinking water facility	93.6	93.4

% Schools providing mid day meal	95.6	97.1
% Schools with electricity connection	22.6	25.6
% Schools with computers	6	7.2
% Schools with ramp	38.6	40.2
% Schools with kitchen-shed	34	40.7
% Schools having SMC	0.5	88.7

There have been improvements over time in the amenities provided in schools. Compared to 2009-10, when less than 30% of the schools had toilet facilities for female children, close to 58% of the schools have such facilities according to DISE 2011-12. However, there has not been much improvement in the percentage of schools with electric connection.

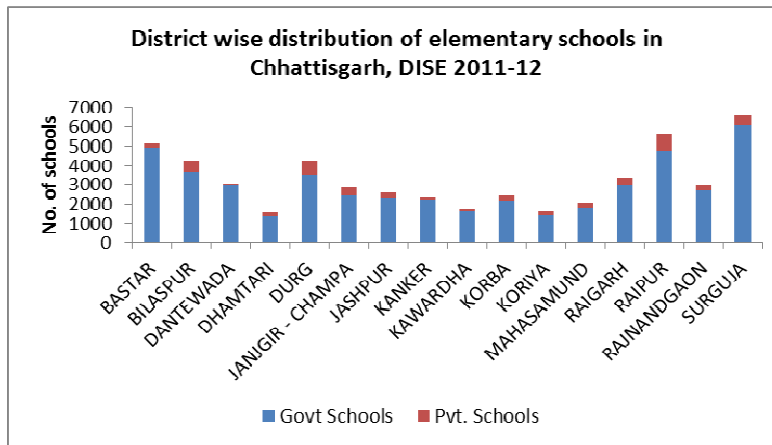
The average number of classrooms per school in Chhattisgarh varies with the type of school.

While primary schools have around 3 classrooms on average indicating overcrowding of its schools, schools that have primary, secondary as well as secondary sections have close to 13 classrooms on average. While most of the classrooms in schools are in good condition, less than 13% of the classrooms in primary only schools are in need of major repair work.

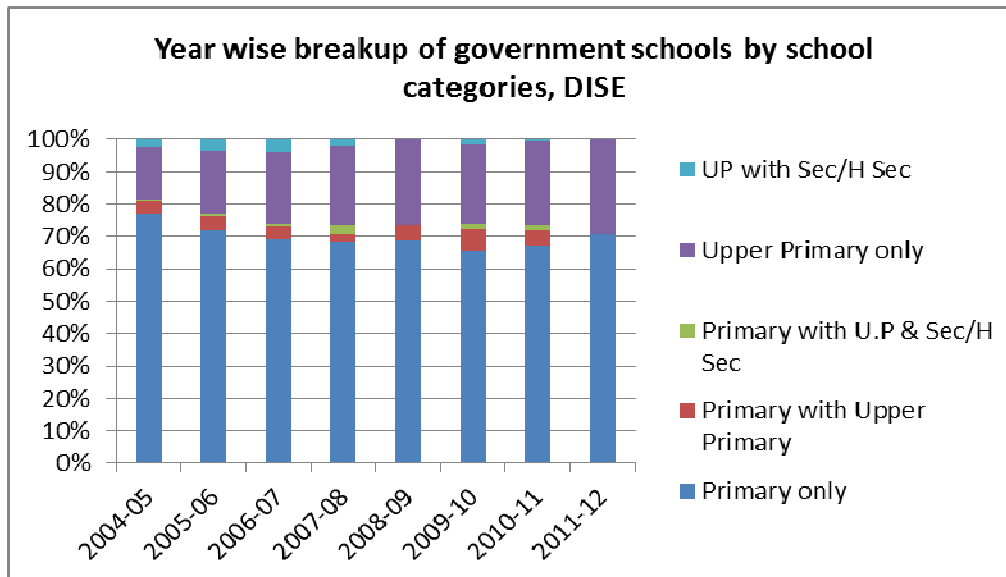


Classrooms: CTG DISE 2011-12						
School category	Avg. CLS	Total CLS rooms	%good condition	% needing minor repair	% needing major repair	Other rooms
Pry. only	2.9	102,732	70.28	17.14	12.58	41,322
Pry + U.Pry	8.5	20,979	93.09	6.01	0.9	5,531
+Sec	12.8	6,408	96.85	2.57	0.58	2,002
U. Pry. only	3.2	44,755	80.66	13.49	5.85	21,305
U. . + Sec	4.9	742	85.64	10.91	3.45	349

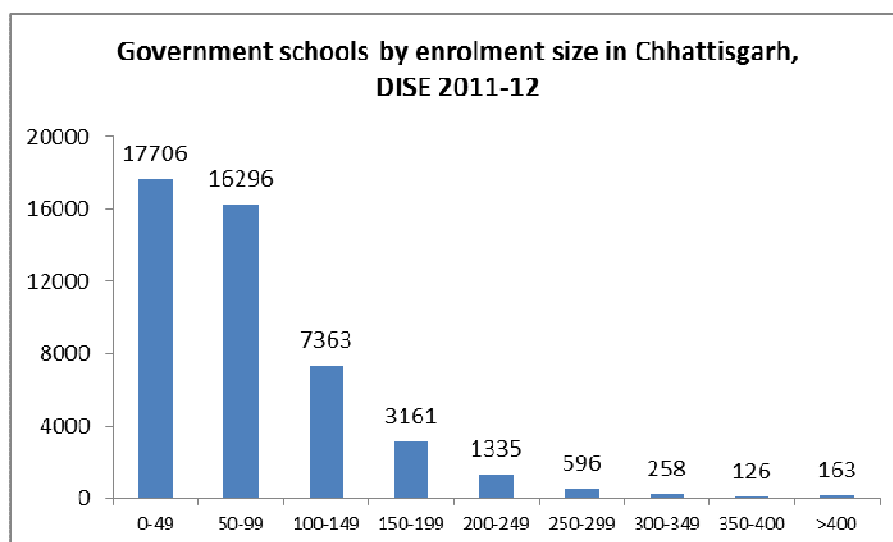
Among the districts of Chhattisgarh, Surguja, Raipur and Bastar have the largest number of elementary schools. The proportion of private schools is higher in more urbanized districts like Raipur, Durg and Bilaspur.



The total number of government schools in Chhattisgarh has increased over time. However, the number of schools fell from 51423 to 47004 between 2010-11 and 2011-12. Most of the government schools have traditionally been primary only. The proportion of upper primary only schools have however, increased over time- from less than 20% in 2004-05 to almost 30% in 2011-12. Primary with upper primary schools used to form between 3-5% of the total number of government schools. But, the DISE survey of 2011-12 has not found a significant number of such schools.

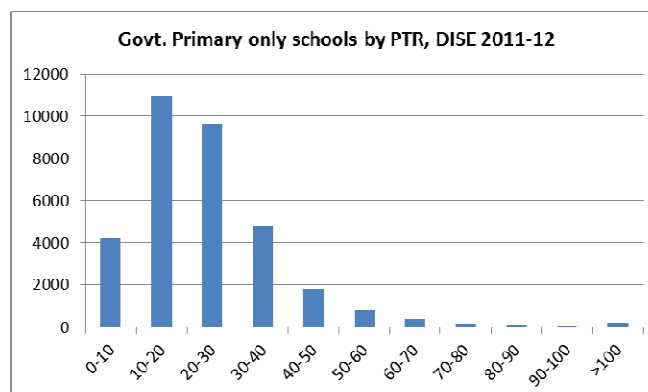
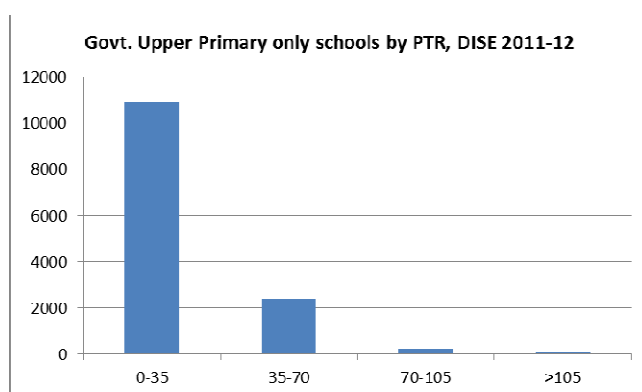


By enrollment size, most of the government elementary schools in the state have less than 50 students enrolled in them. This is because most of the government run schools are primary only which have lesser number of students enrolled in them on average than upper primary schools.



Pupil Teacher Ratio (PTR) refers to the number of students per teacher in a school. As per the Right to Education Act, the PTR of a primary school should ideally be less than or equal to 30:1, while that of an upper primary school should be less than or equal to 35:1. Almost 75% of the government primary only schools have favourable PTRs. Among the district of the state, except Bilaspur and Kawardha, all other districts had average PTRs of less than or equal to 30:1.

Close to 80% of the upper primary only government schools in Chhattisgarh have favourable PTRs of less than or equal to 35:1. Moreover, among the districts of the state, except Rajnandgaon which had average upper primary only PTR of more than 35, all other districts had average PTRs less than 35.

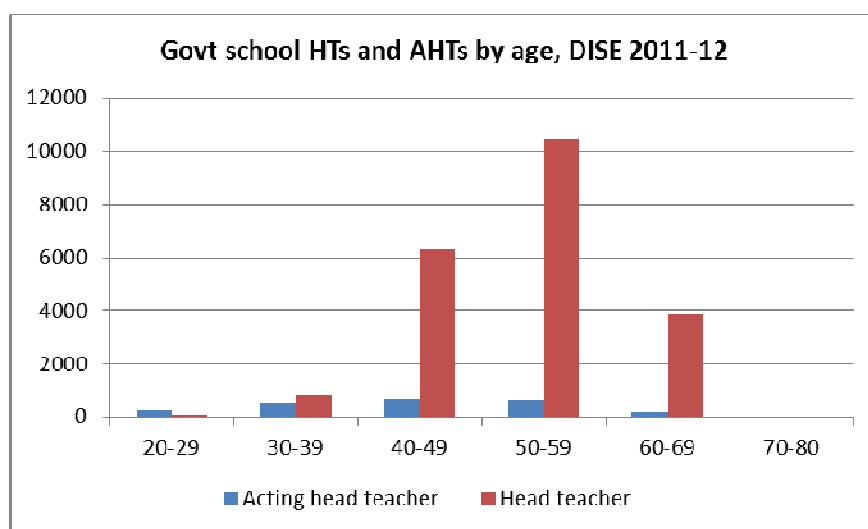


### 4.3.2 Head Teachers

Schools run by tribal or social welfare departments of Chhattisgarh have the largest number of head teachers and acting head teachers. The ratio of number of head teachers to acting head teachers is higher for government schools than private schools. This indicates that private schools often have teachers that assume the role of head teachers. Out of the 47004 government run elementary schools of the state, 23964 or 51% of the schools have head teachers or acting head teachers.

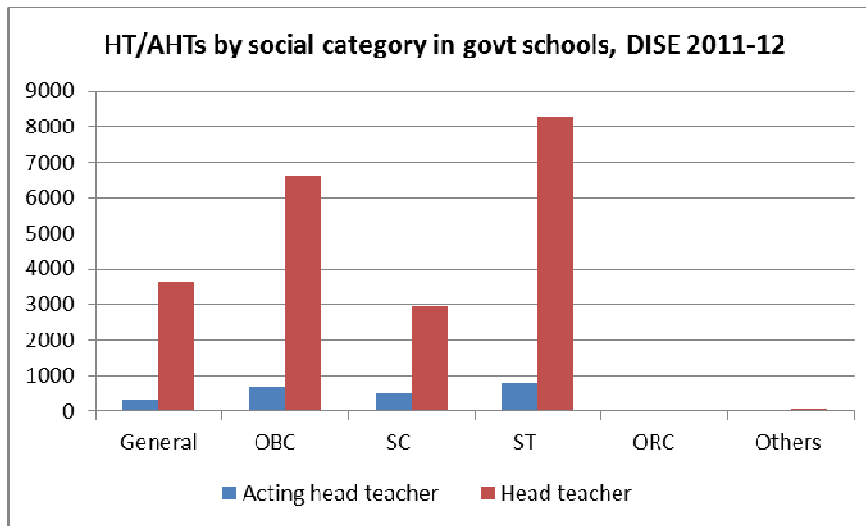
	Acting head teacher	Head teacher
Central Govt	19	38
Dept of Education	768	10397
Local body	7	14
Tribal/Social Welfare Dept	1549	11172
Madarsa recognized	6	36
Madarsa unrecognized	7	9
Pvt Aided	65	207
Pvt Unaided	1175	2844
Unrecognised	2	11
Others	31	49
<b>Total</b>	<b>3629</b>	<b>24777</b>

While most of the head teachers are between 50 and 59 years old, most of the acting head teachers are younger with majority aged between 40 and 49 years. The proportion of head teachers who are women is low in Chhattisgarh. While 19% of the acting head teachers are females, only 15.7% of the head teachers are females in the state.

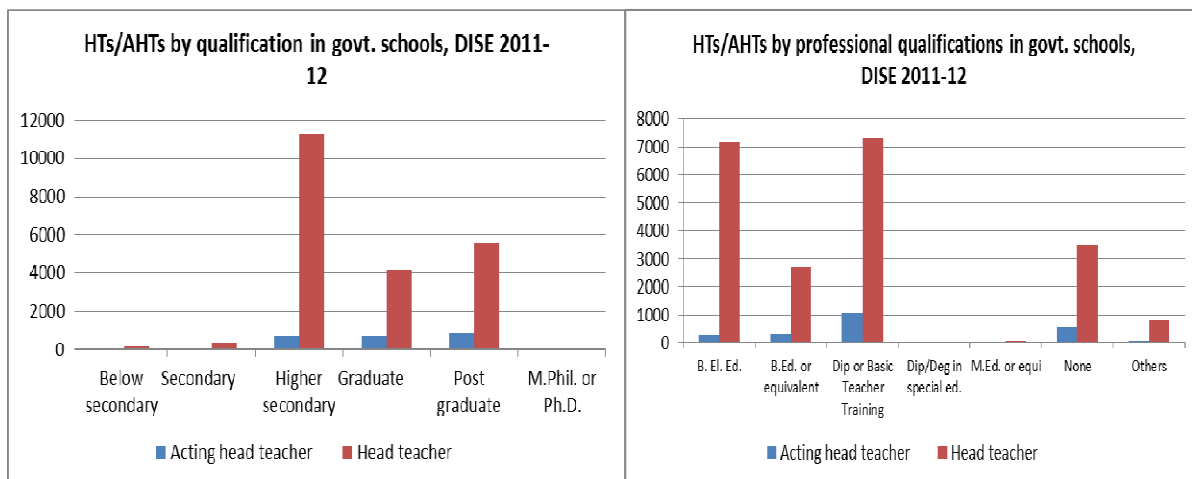


Unlike most other state in India, a majority of the head teachers belong to the Scheduled Tribes (STs). However, large numbers of head teachers also belong to OBCs, the general category and SCs.





A surprising trend is observed among the head teachers of government elementary schools in the state. More than 50% of the head teachers are just high school graduates, while less than 50% have graduate or post graduate degrees. However, a majority of the acting head teachers have post graduate degrees. While most of the head teachers have professional education degrees, a substantial number do not have such qualifications. While 23.6% of the acting head teacher do not have professional qualifications, 17% of the government elementary school head teachers did not have a professional qualification.



#### 4.2.3. Teachers

There are around 200094 elementary school teachers in Chhattisgarh out of which around 80.5% are employed in government schools. While most of the teachers are regular teachers, there are a substantial number of contract teachers as well.

Teachers by school management categories, DISE 2011-12			
	Contract	Part-time	Regular

	teacher	instructor	teacher
<b>Central Govt</b>	28	56	446
<b>Dept of Education</b>	25050	24	35363
<b>Local body</b>	37	8	120
<b>Tribal/Social Welfare Dept</b>	26385	70	48906
<b>Madarsa recognized</b>	12	19	94
<b>Madarsa unrecognized</b>	14	6	38
<b>Pvt Aided</b>	403	118	1495
<b>Pvt Unaided</b>	3427	5910	21691
<b>Unrecognised</b>	7	52	37
<b>Others</b>	87	83	391
<b>Total</b>	55450	6346	108581

Since schools run by the tribal or social welfare departments of the state, 45% of the regular teachers and 47.5% of the contract teachers are employed in those schools. Over 6000 part times instructors are present in the state. However, they are hardly employed in government schools and they primarily cater to the needs of private unaided schools where 90% of the part time teachers are engaged in teaching. There are only 54 recognized and 24 unrecognized madrasahs in the state. Thus the total number of teacher employed in these schools is very low.

#### Elementary School Teachers in Chhattisgarh, DISE 2011-12

	Primary only	Primary with UP	Primary with UP & Sec/H sec	UP only	UP with & Sec/H sec
<b>Government teachers</b>	103,146	531	174	56,969	439
<b>Private teachers</b>	10,047	20,708	4,981	2624	466

While 2376 primary with upper primary schools are privately in Chhattisgarh, there are just 70 such schools operated by the government. Thus, most of the private school teachers work in primary-with upper primary schools, while most of the government school teachers work in primary only schools. Most of the elementary school teachers in Chhattisgarh are males, with around 2/3<sup>rd</sup> of the total number of teachers. Moreover, while 37% of the contract teachers are females, 34% of the regular teachers are females.

Over 70% of the primary only school teachers received any training in the year preceding the survey. However, less than 2% of the teachers in primary-with upper primary schools received any training and just 0.5% of the teachers teaching in schools with primary, secondary and higher secondary sections received any training. It is also seen that a higher proportion of male teachers received training compared to female teachers.

#### % teachers who received in-service training in the previous year, DISE 2011-12

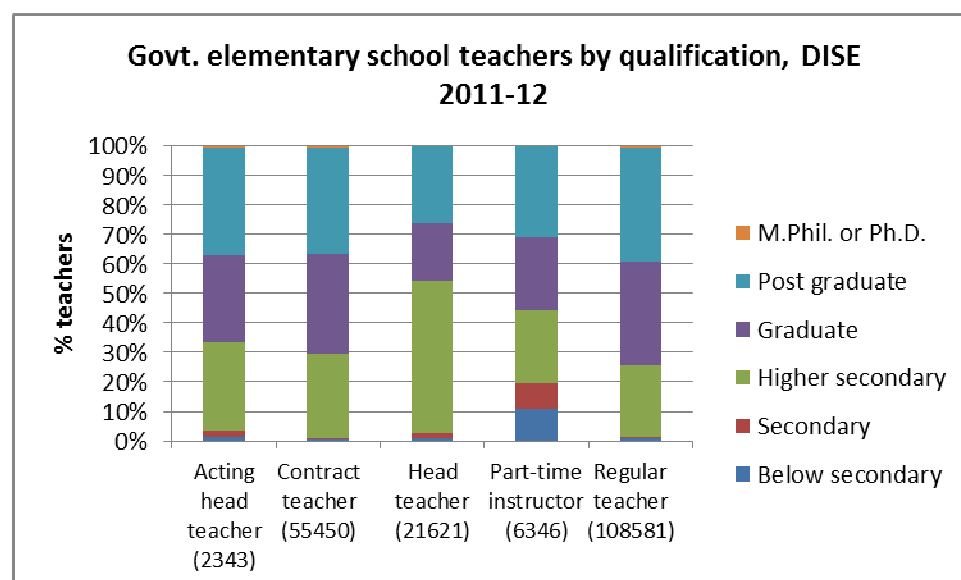
	P. only	P+UP	P+Sec/HS	U.P. only	UP+Sec/HS
<b>Male</b>	74.3	2.6	0.6	66.2	19
<b>Female</b>	65.7	1.4	0.5	62	15.3
<b>All Teachers</b>	71.2	1.8	0.5	64.9	17.6

Among teachers in elementary schools of the state, regular teachers who are employed in government schools are more likely to be trained than teachers in private schools. Moreover, in government schools, the proportion of regular teachers who are trained is more than that of contract teachers.

**% trained teachers, DISE 2011-12**

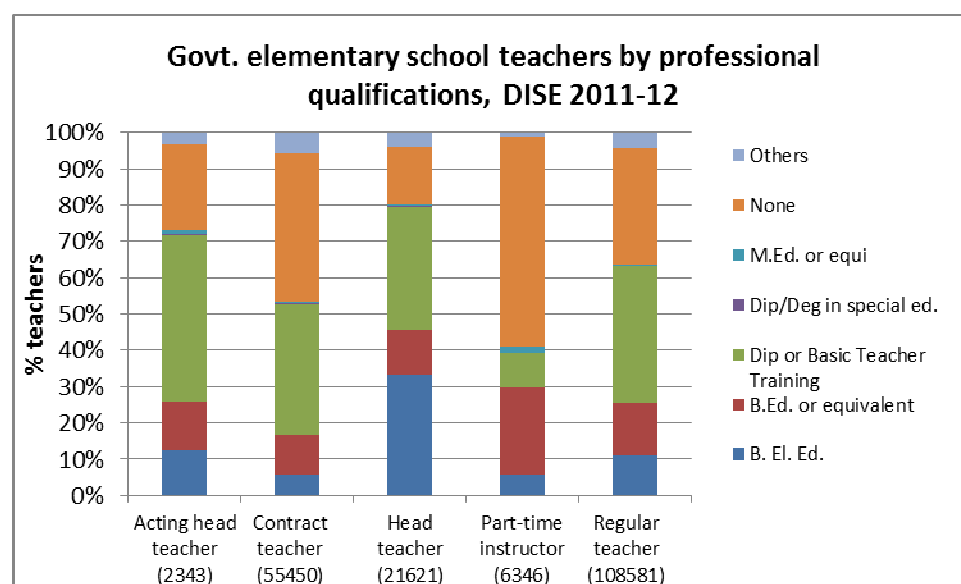
	Govt Regular teachers	Govt Contract teachers	Private teachers
<b>Male</b>	72.2	58.4	28.1
<b>Female</b>	68.9	60.1	23.4
<b>All Teachers</b>	71.2	59	25.2

Most of the elementary school teachers are graduates with significant number of post graduates or high school graduate. While regular and contract school teachers are primarily graduates or have post graduate degrees, a large number of part time instructors had just secondary or below secondary education. As was discussed in the previous section, most of the head teachers in the state are just high school graduates.



As far as professional qualifications are concerned, while a majority of the teachers have some professional qualification, around 32% did not have any such qualifications. The proportion of teachers without professional qualifications varies by the teacher categories. Thus while 60% of

the part time instructors did not have any professional qualifications, almost 85% of the head teachers had some form of professional qualification.



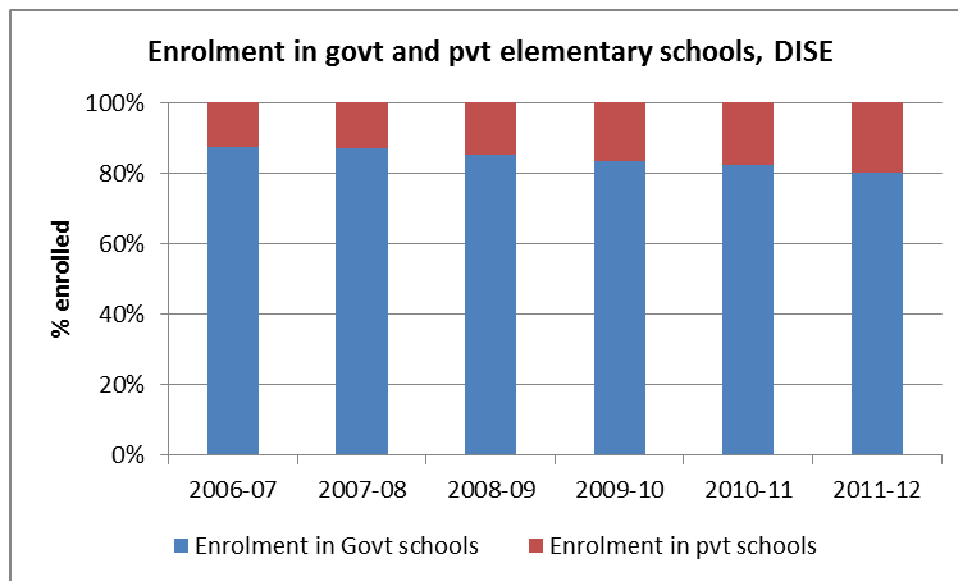
#### 4.2.4. Children

4.73 million children are enrolled in the elementary schools of Chhattisgarh. While 80% of those children are enrolled in government schools, the rest are mostly enrolled in private schools. Very few students are enrolled in either madrassas or unrecognized schools in the state. Only 6943 or around 0.1% of the total students are enrolled in those schools. Most of the madrassas or unrecognized schools are primary only. The numbers of students per school vary with school category and school management. On average a private school has more students enrolled in it than a government school. Most of the private schools are either primary-with upper primary or ones that have all elementary school sections and the average enrollments in those schools are among the highest

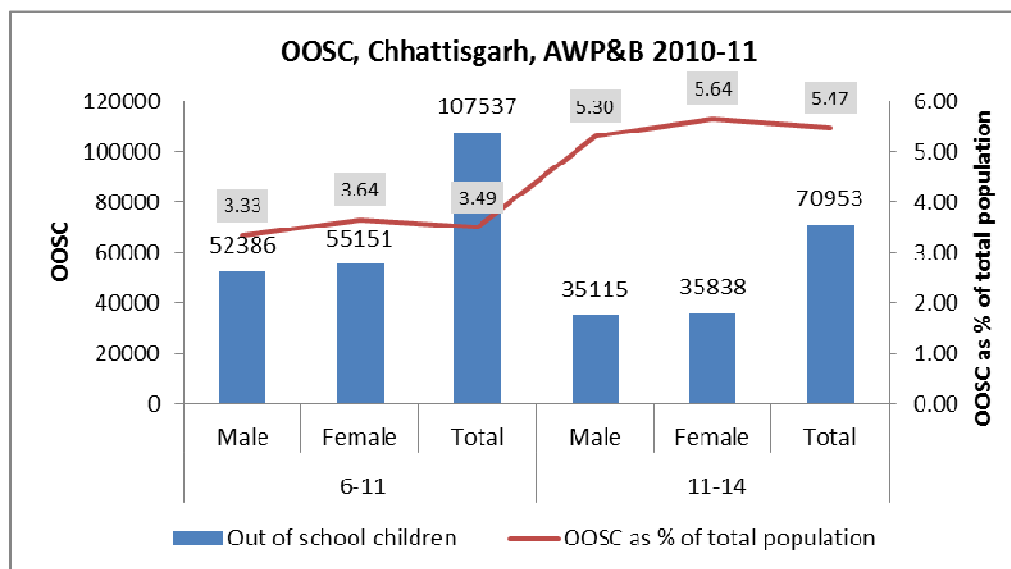
	Primary only	Primary+UP	Primary+UP & Sec/Hsec	UP only	UP with Sec/Hsec	Total
<b>Enrolment in Govt. sch.</b>	2,442,951	14,255	7,929	1,315,570	8,560	3,789,265
<b>Enrolment in Pvt. sch.</b>	204,196	535,900	142,667	55,985	7,835	946,583
<b>Students per Government School</b>	73.63	203.64	660.75	96.22	122.29	80.62
<b>Students per Private School</b>	98.22	225.55	295.38	114.26	103.09	171.98

Enrolment in government elementary schools has increased over time. However, the proportion of students attending government elementary schools has decreased over time, while that of private schools has increased over time. Thus while close to 90% of the students used to attend

government elementary schools in 2006-07, around 80% of the students attended those schools in 2011-12.



Out of school children (OOSC) comprises of children who had either dropped out of schools and those who were never enrolled. In Chhattisgarh the number of females who are out of school is more than that of males according to the Annual Work Plan and Budget of Chhattisgarh of March 2010-11. Moreover, the proportion of the total females between 6 and 14 years of age is more than that of males. Among the total number of children who are out of school, 60.2% belong to the 6-11 year age group, while 39.8% belong to the 11-14 year group.



#### 4.2.5 Medium of Instruction

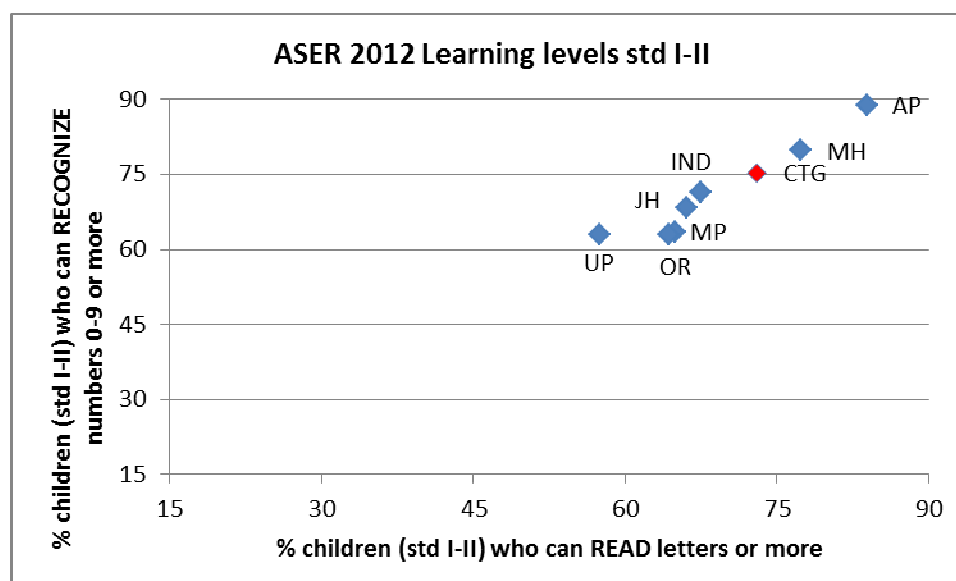
The primary medium of instruction in Chhattisgarh is Hindi with the largest number of students studying in schools with Hindi as the medium of instruction.

Enrolment by Medium of instruction DISE 2011-12				
School category	Hindi	English	Others	Urdu
Primary only	2529533	21161	2228	1615
Primary with UP. Pri. and Sec/HS	374786	108288	1909	335
Primary with UP and Sec/HS	88713	42295	0	0
Upper Primary only	1322766	7132	3403	414
Upper Primary with Sec/HS	14351	1126	0	0
All schools	4330149	180002	7540	2364

#### 4.2.6 Learning Levels

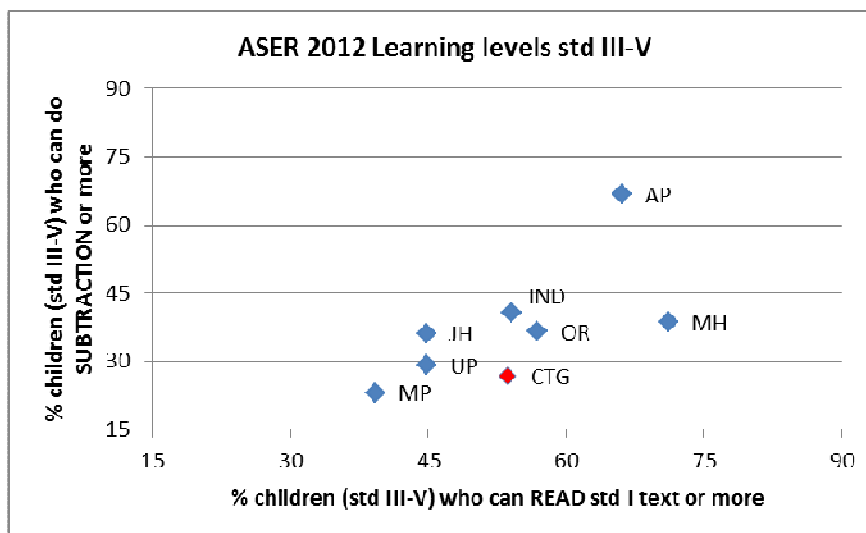
##### ASER 2012

ASER or Annual Survey of Education Report is an annual survey that provides estimates of learning levels of children across all districts and states in India. It is a household based survey that covers approximately 700,000 children between the ages 3 and 16. “Children in the age group 5-16 are tested in basic reading and basic arithmetic. The same test is administered to all children. The highest level of reading tested corresponds to what is expected in Std 2; in 2012 this test was administered in 16 regional languages. The highest level of arithmetic tested corresponds to what is expected in Std 3 or 4, depending on the state.”



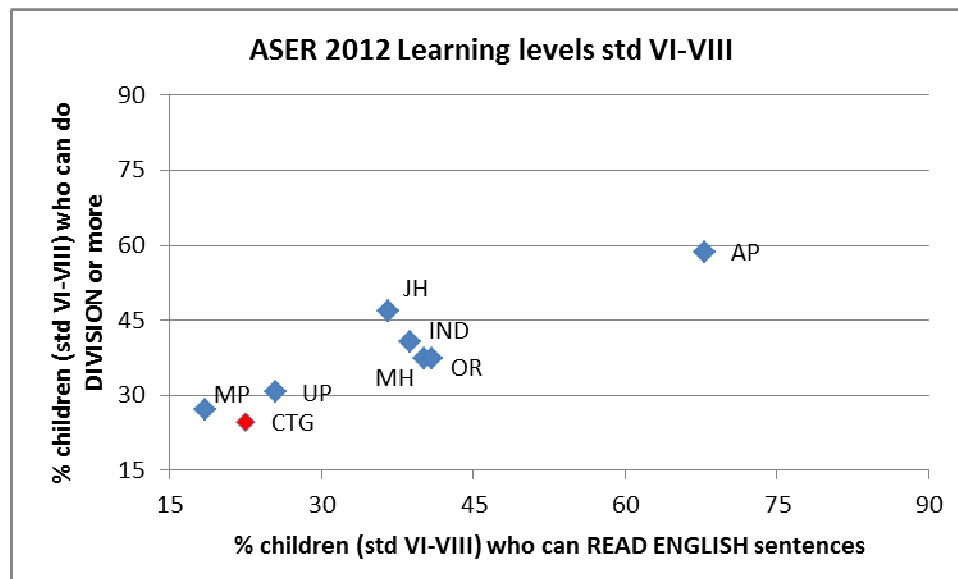
The ASER learning levels of Chhattisgarh and its neighbouring states are compared. For children belonging to standards I-II, Chhattisgarh's performance was higher than most of its neighboring states and India as a whole. Only children from the much richer states of Andhra Pradesh and Maharashtra performed better than those in Chhattisgarh.

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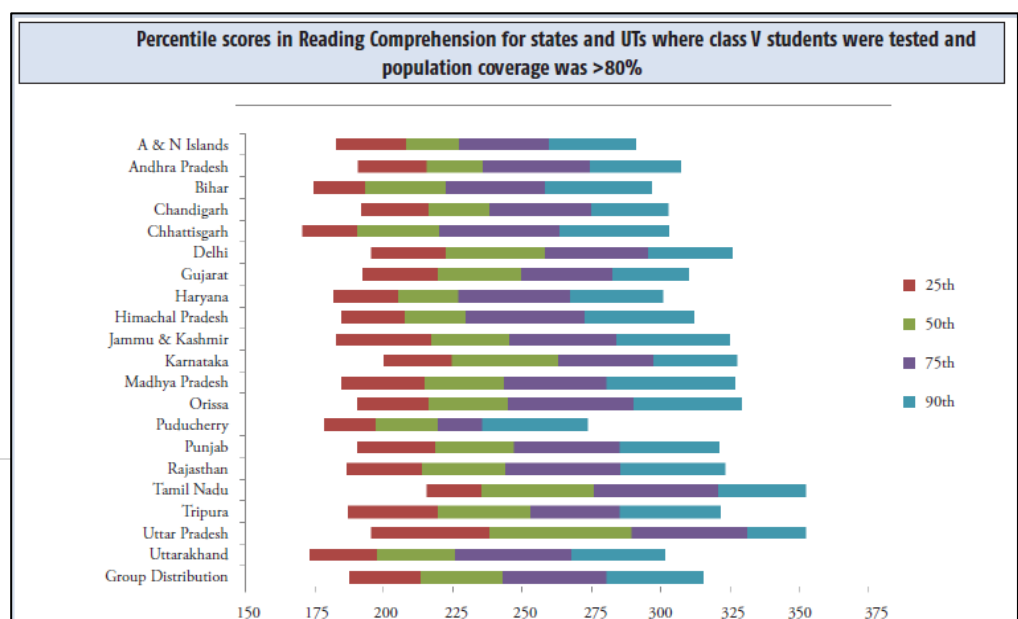
However, the performance of children belonging standards III-V in Chhattisgarh was worse than most states in math and reading. The trend falling levels of

performance continues as one moves to upper primary levels. Students in those classes (standard VI-VIII) performed worse than all other states in reading and performed better than only students from MP in math.

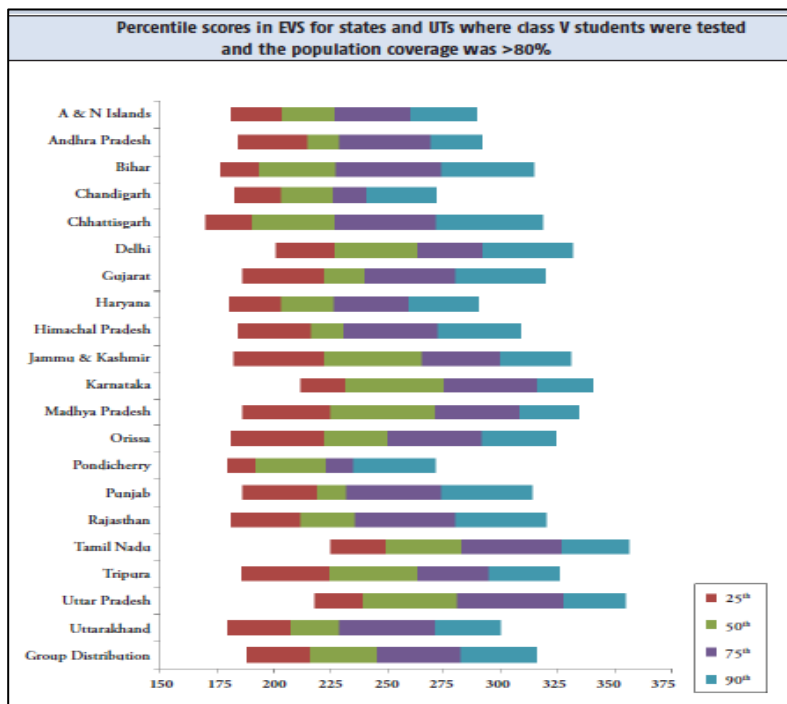
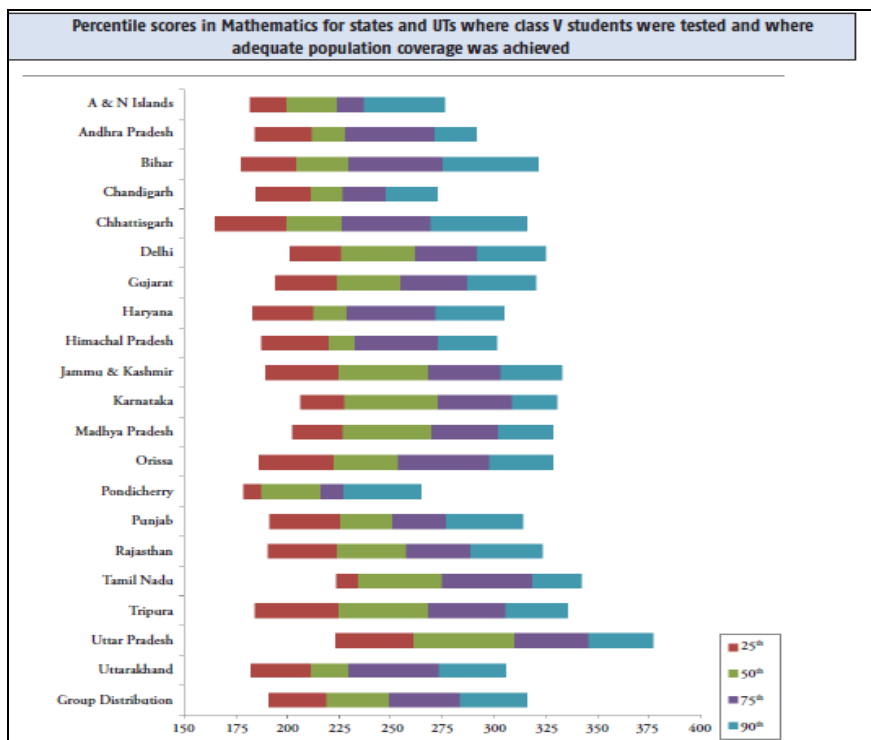


## National Achievement Survey 2012

“National Achievement Surveys (NAS) are conducted under the Government’s flagship programme *Sarva Shiksha Abhiyan* (SSA). NAS is designed to provide information about the learning achievement of students in the elementary sector of education in government and government-aided schools. This is achieved by administering standardized tests to students of Classes III, V and VIII.” The findings of the student performance in Reading



Comprehension, Mathematics and Environmental Studies for Chhattisgarh along with all other states of India are given below. The survey was conducted for students in class V from November 2010 to March 2011. The group distribution consists of the average of the states where the population coverage was more than 80%. Students from Chhattisgarh had among the lowest performance in all three subjects with the lowest scores, among all the districts, for the bottom 25 percentile of the students.





### 4.2.7 Educational Development Index

NUEPA has come up with Educational Development Index (EDI) which attempts to evaluate and compare effectiveness of elementary education system in India. In an attempt to calculate EDI, NUEPA has considered 23 indicators of access to educational facilities, infrastructure, teachers and outcome indicators. Overall, at the primary level, Chhattisgarh ranks 24<sup>th</sup> out of the 35 states in India with a score of 0.517, while at the upper primary level it ranks 30<sup>th</sup> with a score of 0.509. Compared to its neighbours, Chhattisgarh performs better than Uttar Pradesh and Jharkhand in EDI.

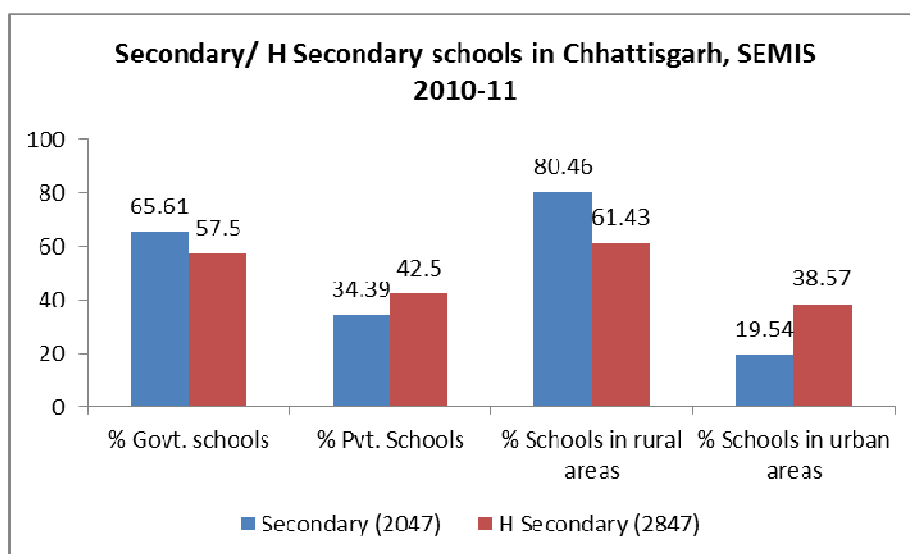
Educational Development Index, Chhattisgarh								
	Access		Infrastructure		Teacher		Outcome	
	Index	Rank	Index	Rank	Index	Rank	Index	Rank
Primary	0.21	19	0.527	25	0.508	28	0.876	2
Upper Primary	0.338	21	0.451	31	0.559	31	0.703	11

Although is amongst the least ranked states in EDI, its rank in the outcome component of EDI is very high for primary schools and relatively high for upper primary schools. Thus the state does well in gross enrolment ratio (overall, SC, ST), which is the most important indicator of outcome, and other indicators like repetition rate, dropout rate, and gender parity index in enrolment.

## 4.3 Secondary and High School Education

### 4.3.1 Schools

There are 2047 secondary and 2847 higher secondary schools in Chhattisgarh according to SEMIS, 2010-11. Most of the secondary as well as the higher secondary schools are run by the government. But the proportion of higher secondary schools run privately is more than the proportion of private run secondary schools. Most of the schools are located in rural areas since most of the population in Chhattisgarh is rural.

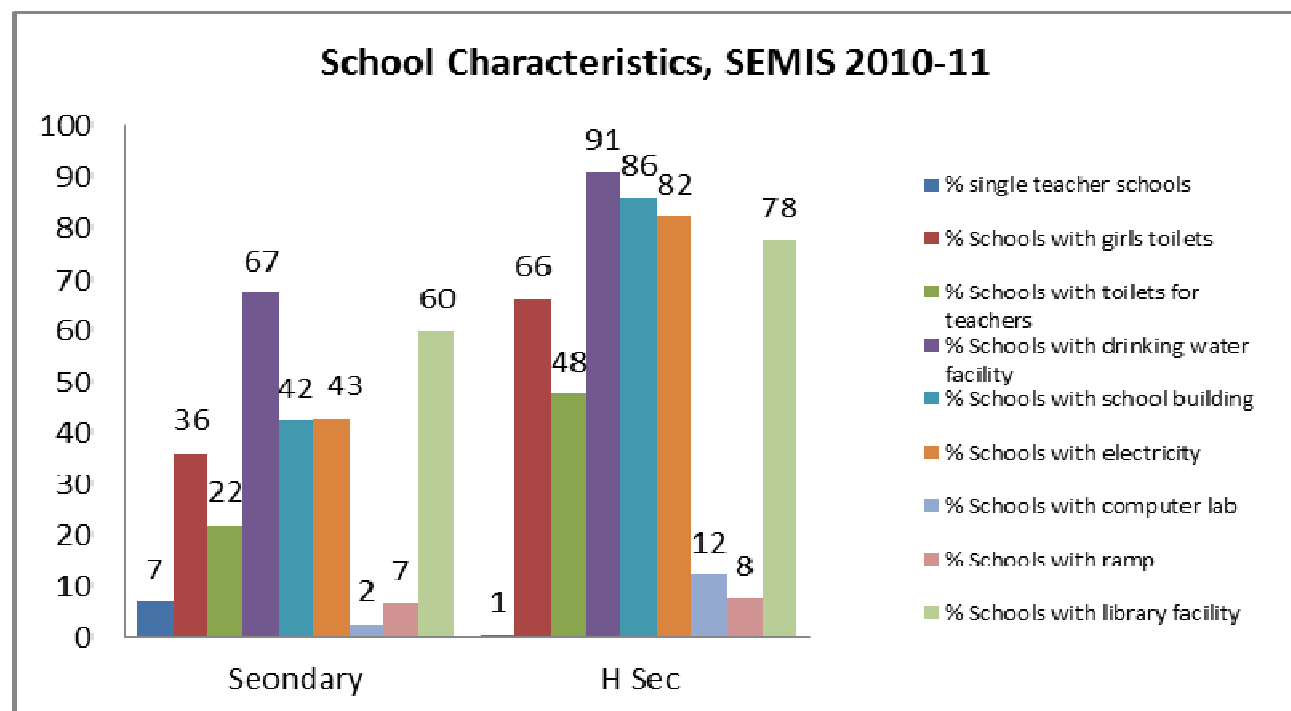


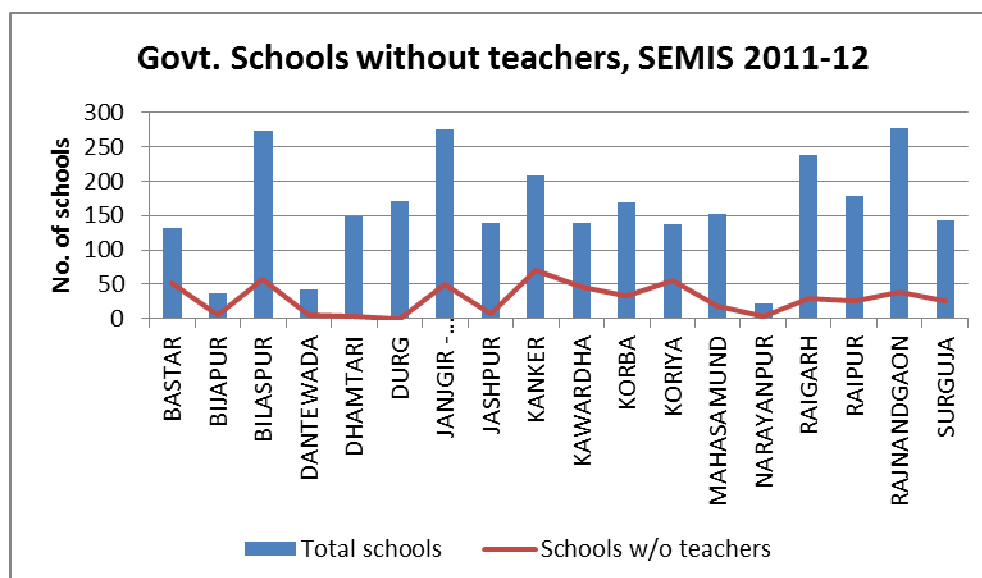
Higher secondary schools in the state are usually better equipped than the secondary schools. Thus while 82% of the higher secondary schools had electricity connection, only 43% of the secondary schools had such connection. Moreover, the proportions of single classroom or single teacher higher secondary school are lower than those of secondary schools. Over 30% of the higher secondary schools in the state have science laboratories.

Almost 80% of the secondary and higher secondary schools have pucca classrooms that are of good condition.

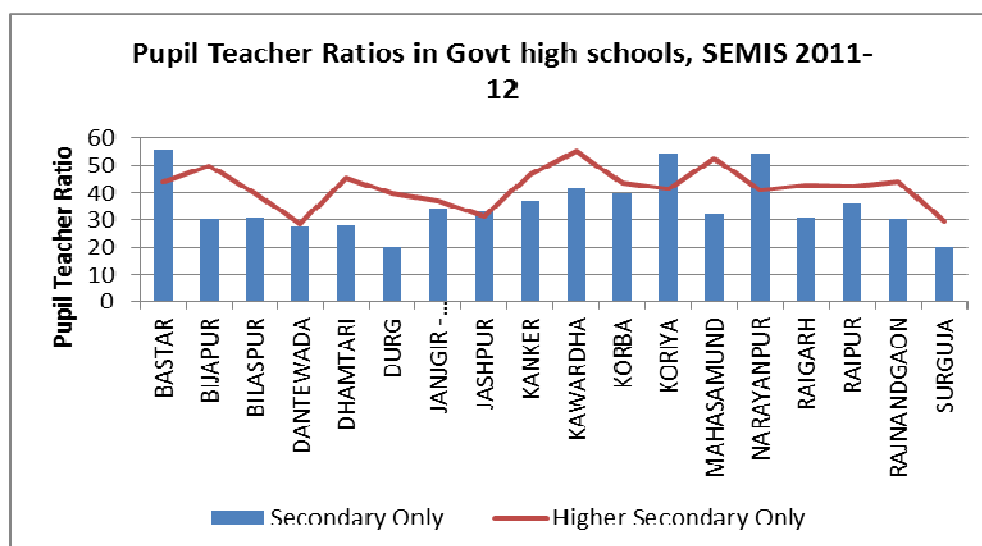
The districts of Bilaspur, Janjgir-Champa and Rajnandgaon have the largest number of government run high schools in the state with each having more than 270 schools each. According to SEMIS, 2011-12, there are 530 government run high schools (18.4% of the total) in the state that do not have a teacher. Bastar, Bilaspur, Janjgir-Champa, Kanker, and Koriya each have more than or equal to 50 schools without teachers.

% H Sec schools with Laboratory (SEMIS 2010-11)	
Physics	37.77
Chemistry	36.06
Biology	31.73
Psychology	0.24
Maths	5.43
Language	1.82
Home Sci.	1.06
Geography	6.22



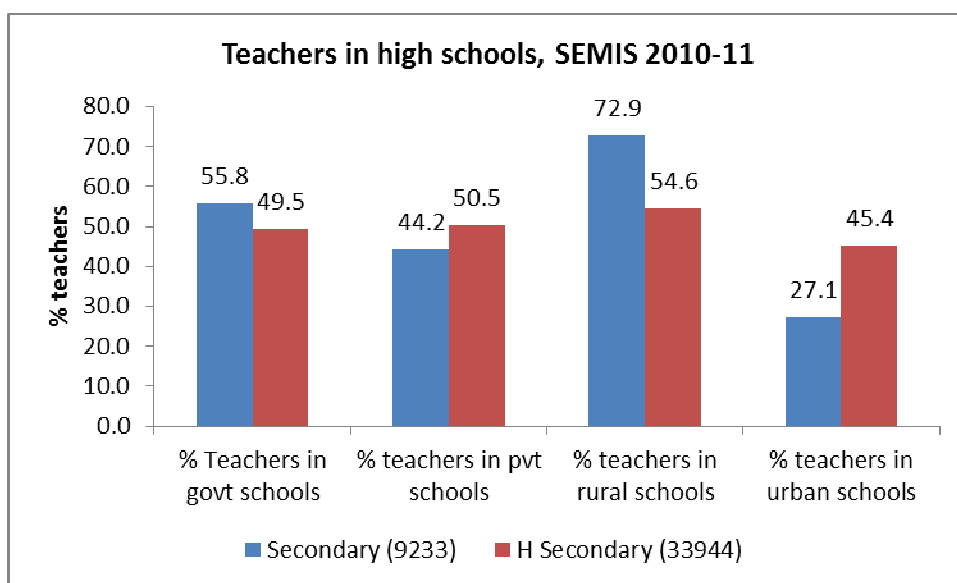


Among the government schools, higher secondary schools on average have higher pupil teacher ratios than secondary schools. The average PTR of secondary schools in Chhattisgarh is 32, while that for higher secondary schools is 41. Among the districts, Bastar has the highest average PTR for secondary schools with 55 students per teacher, while Kawardha has the highest average PTR for government run higher secondary schools with 55.

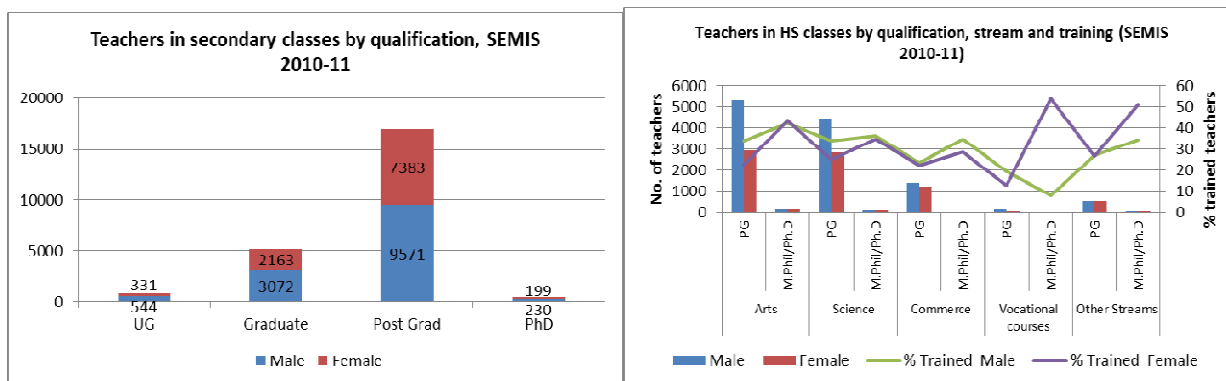


#### 4.3.2 Teachers

Among the teachers employed in government high schools of Chhattisgarh, most are employed in higher secondary schools. A higher number of teachers teach in privately run higher secondary schools than secondary schools. Majority of the teachers are regular teachers, with Janjgir-Champa, Koriya, Raigarh and Raipur having some para teachers at secondary and higher secondary schools. Among the teachers employed in government high schools less than 2% are para teachers, while among those employed in the private schools 10.5% are para teachers.

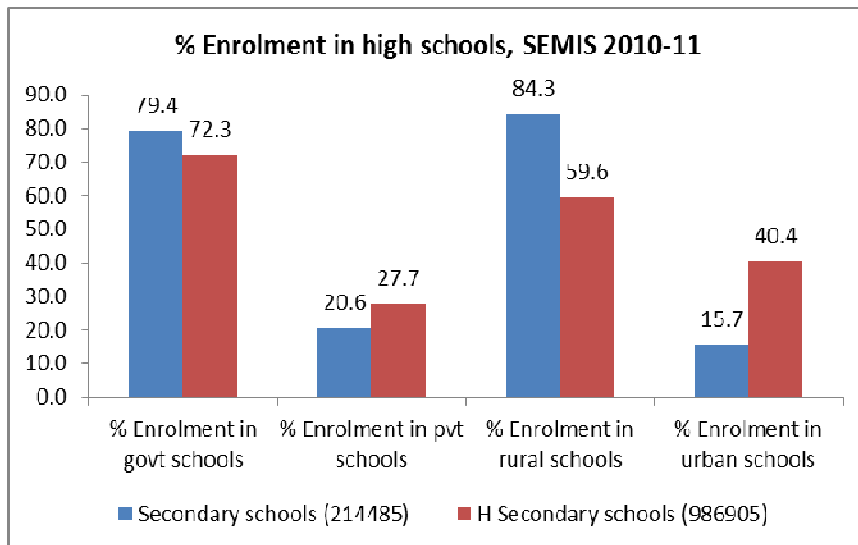


Teachers in secondary mostly have post graduate or graduate degrees with some having M Phil or PhD or undergraduate degrees as well. Majority of the teachers in higher secondary schools have their background in arts. Percentages of male teachers who are trained are high for arts and science stream but not high in vocational courses and other streams. However, the percentage of female teachers who are trained is high for vocational courses. Approximately 26% of teachers across all secondary schools in the state are trained.

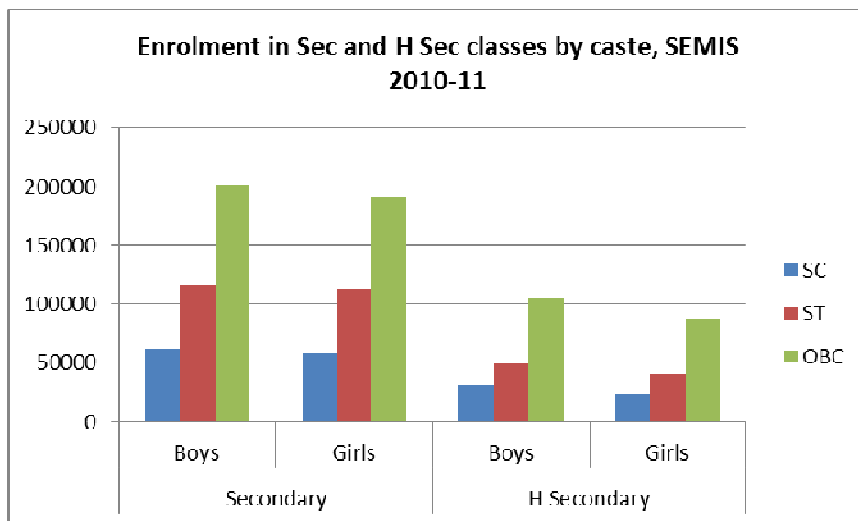


### 4.3.3 Children

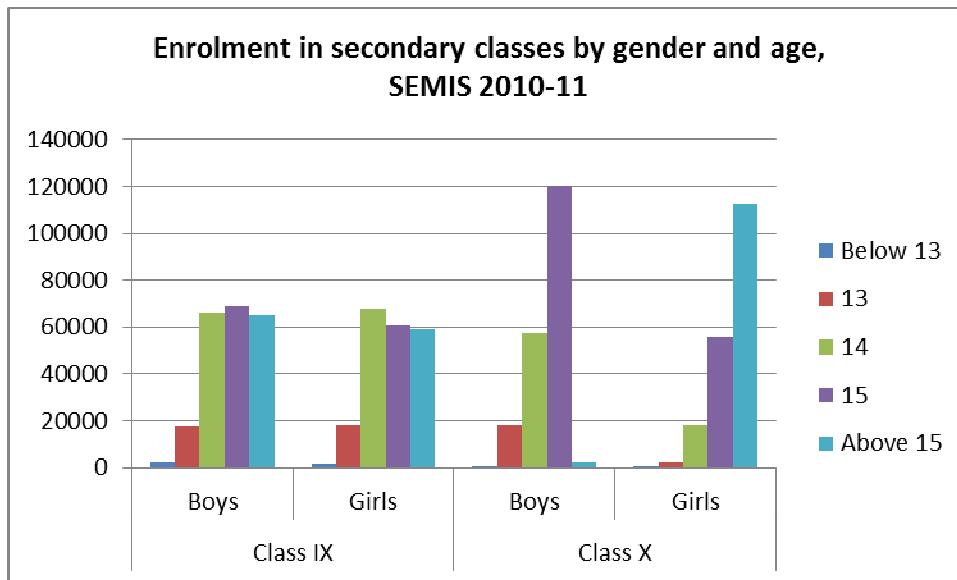
The percentage of students enrolled in government secondary schools is more than that of the students enrolled in government higher secondary schools. Consequently, percentage enrolled in private higher secondary schools is more than private secondary schools. A similar trend is observed for students enrolled in the high schools of rural and urban areas of the state.



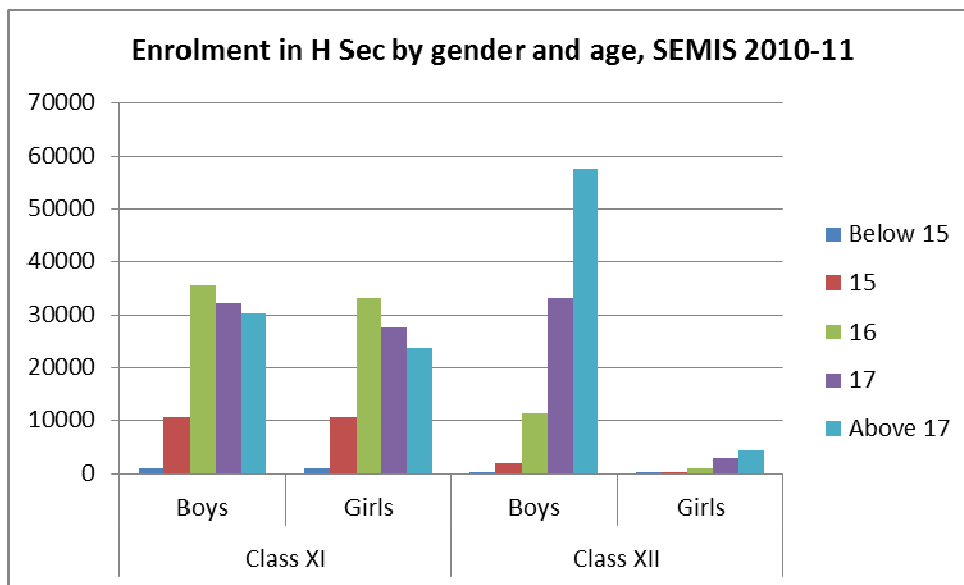
Most of the students are enrolled in secondary classes, i.e. classes IX and X. This indicates that the number of out of school children grows as children graduate from secondary schools. There are more boys enrolled than girls in the high schools of the state. Amongst the communities of the state, students from OBCs form the majority of those who are enrolled.



Most of the students in class IX are 14 year olds compared to class X's 15 and class XI and class XII's 16 and above 17 respectively. According to SEMIS, 2010-11 there are very few boys in classes X who are more than 15 years of age. However, most of the girls enrolled in class X are 15 or more years of age. This might be an error in estimation on the part of SEMIS and can be investigated.

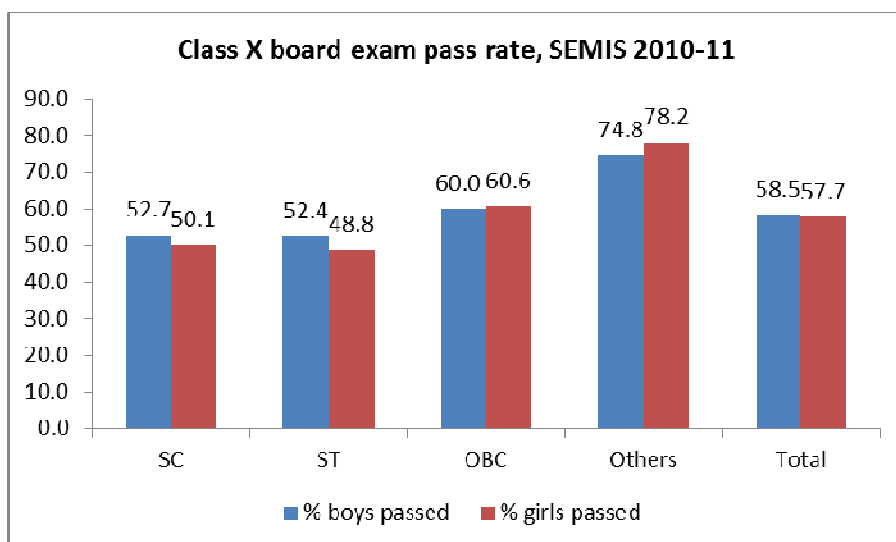


The numbers of male and female students enrolled in class XI are comparable. However, the number of female students enrolled in class XII is substantially lower than that of class XI. This indicates significant drop outs among female children before completing higher secondary school.

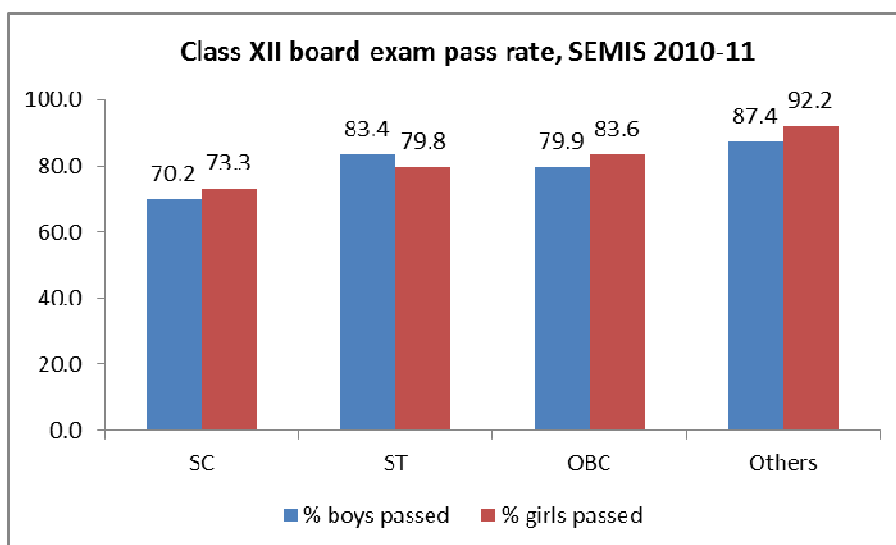


#### 4.3.4 Learning Levels

Among the children who appeared for class X board exams, for SCs and STs the proportion of boys passing is more than that of girls. However, the trend is reversed for OBCs and other communities. Overall, the performance of children belonging to other categories is better than those of OBCs, SCs and STs.



The passing percentage of students appearing for class XII board exams is more than that of the class X board exams.



## 5. Community Participation in Education

A school is an integral part of a community. And to make schools more effective, members from the community must participate in the management of the school. With this in mind, the GOI requires all government, government aided and special schools to have a School Management Committee (SMC) under the Right to Education (RTE) Act. SMCs consist of parents, teachers, members from local authorities and a local educationist or a student nominee who collaborate with each other to perform the following primary functions (*Source: Chhattisgarh RTE 2009 Rules GOI*):

- “communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act as also the duties of the State Government, local authority, School, parent and guardian”;
- “ensure the enrolment and continued attendance of all the children from the neighbourhood in the school”;
- “monitor that teachers are not burdened with non-academic duties other than those mentioned in the RTE policies”;
- “bring to the notice of the local authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as mentioned in the Act”;
- “monitor the identification and enrolment of, and facilities for education of children with disability, and ensure their participation in and completion of elementary education”;
- “monitor the implementation of the mid-day meal schemes in the school”;
- “prepare an annual account of receipts and expenditure of the school”.

**SMCs in government schools of Chhattisgarh, DISE 2011-12**

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
<b>No</b>	484	8	1	6	207	706
<b>Yes</b>	29419	47	8	50	12412	41936
<b>Total schools</b>	33179	70	12	70	13673	47004

**Note: 7% of the govt. schools had missing values**

As seen in the above table, around 1.5% of the government elementary schools in Chhattisgarh that are primary only or that are upper primary only have no SMCs. An SMC must have an Executive Committee comprising of the head teacher of the school, one of the teachers from the school, the elected local authority member, 11 members elected by SMC members from among the parents of the school children and a local educationist or a nominated student of the school. The Act stipulates that at least 50% of the members of the Executive Members will have to be women. The gender composition of SMC members is given in the next table. Parents constitute the bulk of the total SMC members. While the total number of male members is greater than that of females, the number mothers who are SMC members is more than that of fathers.

**SMC members, DISE 2011-12**

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High	Upper Pri with Sec/High Sec	Upper Primary only	Total



			<b>Sec</b>			
<b>Total Male SMC members</b>	231537	350	52	379	98409	330727
<b>Total Female SMC members</b>	219538	277	22	354	92477	312668
<b>Ratio of total females to males</b>	0.95	0.79	0.42	0.93	0.94	0.95
<b>Parents Male</b>	169366	204	14	255	70332	240171
<b>Parents Female</b>	177451	204	17	291	75112	253075
<b>Ratio of mothers to fathers</b>	1.05	1.00	1.21	1.14	1.07	1.05

An SMC is required to have a meeting at least once every quarter and the minutes and decisions will have to be documented and made public. Currently most of the SMCs in government schools have more than 4 meetings a year. However, more than 30% of the SMCs in both primary only and upper primary only schools had no meetings or less than 4 meetings during the year of the survey. Unlike the SMC as a whole, the Executive Committee of an SMC is required to meet at least once a month.

**SMC meetings in govt schools with SMCs, DISE 2011-12**

<b>No. of meetings</b>	<b>Primary only</b>	<b>Primary with Upp Pri</b>	<b>Primary with Upp Pri and Sec/High Sec</b>	<b>Upper Pri with Sec/High Sec</b>	<b>Upper Primary only</b>	<b>Total</b>
<b>None</b>	4165	9	1	8	1754	5937
<b>1-3</b>	5039	14	6	20	2191	7270
<b>4-11</b>	19445	24	1	22	8162	27654
<b>&gt;11</b>	770	0	0	0	305	1075
<b>Total</b>	29419	47	8	50	12412	41936

A school SMC is also required by the RTE Act to prepare a 3 year School Development Plan (SDP). SDPs contain yearly estimates of class-wise enrolment, number of teachers required by both primary and upper primary classes, and infrastructure and financial requirements. Although RTE requires every school SMC to have a school development plan, less than around 18% of the primary only and upper primary only schools had no SMCs.

### SMCs with school development plans, DISE 2011-12

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
No	5506	14	3	17	2235	7775
Yes	23910	33	5	33	10175	34156

**Note: 5 had missing values**

Consortium for Research on Educational Access, Transitions and Equity (CREATE)<sup>vi</sup> conducted a school survey called Community and School Survey (ComSS) in 88 schools in 2 clusters of Madhya Pradesh (Rewa and Dindori) and 1 cluster of Chhattisgarh (Rajnandgaon). The following were found on the SMCs in those schools:

- Most of the school SMCs were unaware of the details of how their schools were funded. Moreover, in the few meetings that these SMCs had regarding utilization of funds, the members mostly discussed utilizing funds without specifying the items for expenditure.
- The SMC members were mostly unsatisfied with the schools due to lack of classrooms, lack of teaching aids, ineffectiveness of teachers, and low teacher motivation.
- Although majority of the children were enrolled in schools, the primary reasons for the children to drop out or to be out of school, according to the SMCs were, truancy and repetition, lack of upper level schools, and care for younger siblings. Few of the SMCs were however aware of the alternative education for out of school children.

## 6 Development & Educational Aspects

### 6.1 Chhattisgarh in the 12<sup>th</sup> Five Year Plan

The Annual Plan for 2013-14 for the State of Chhattisgarh has been agreed at Rs.25,250crore which includes the central assistance to the State Plan of about Rs.2,574 crore. The State Government's effort in improving human development index is appreciable, it was pointed out that health indicators have shown substantial improvement but deterioration in child sex ratio is a matter of concern. Concerted efforts are needed to improve the literacy rate and eliminate gender and social gap in school enrolment by the end of Twelfth Five Year Plan by ensuring that educational opportunities are available to all segments of the society. According to Census, 2011 data, the gender gap in literacy in Chhattisgarh is high at 20.86 per cent. High incidence of Child and Malnutrition and anaemia among women are other areas of concern which need more attention. It is suggested that convergence with ICDS should be encouraged in order to address the problems of malnutrition. Only 55 per cent of the habitations in the State are fully

covered with drinking water facility under NRDWP against the national average of 76 per cent. The State Government should step up its efforts to cover 100 per cent habitations with drinking water supply facility in 12th Five Year Plan

## **6.2 Jan Rapat**

In the chapter 'Education, knowledge and information' of the Human Development Report – Chhattisgarh, 2005 (Jan Rapat), there is a three-fold categorization that the Jan Rapats have delineated with reference to education reflects the problem of education. Education should not be restricted to its narrow modern meaning. All learning should be subsumed by education, which has become restricted to being thought of as school education alone. School education is unable to create for itself a larger space, and in effect often eases out all other forms of transmission of knowledge and knowledge itself. Within school education, the quality of education is an important aspect that needs regular scrutiny. While we quantify education by parameters such as literacy, enrolment and achievement, there is little that tracks and monitors the quality of education imparted.

### **6.2.1 Women in the Panchayat system**

The village Jan Rapats discuss the role and status of women in Chhattisgarh, both in the institutional structure in general and in the Gram Panchayats and Gram Sabhas in particular. Twenty-nine percent villages feel that women have an equal status in the institutional setup. This perception of equity is based on the following indicators:

- Access of women to all institutions
- Freedom to form Mahila Mandals
- Freedom to attend Gram Sabha meetings
- Freedom to contest Panchayat elections

The village community in general, and women in particular, say that they are not restricted from joining any institution.

### **6.2.2 Mid Day Meal Scheme (MDMS)**

17.69 lakh primary school children have been covered under the Mid-Day meal scheme (MDMS). Chhattisgarh State started serving cooked hot meal in all the primary schools from 1st April 2002. Since 1st October 2007, Mid-Day Meal started in all government and government aided Upper Primary schools of 16 districts of the State.

Perhaps Chhattisgarh is the first state to send the proposal to GOI for decentralization of food grains allocation and transportation to district level and after the proposal got accepted, this best practice is going on without any interruption. Prior to this practice, payment was made at the state level, that too without any proper system of acknowledgement of receipts of food grains.

In Chhattisgarh, system of procuring cooking ingredients (fuel, condiments, oil, etc.) commodities are locally purchased by cooking agency designated by Panchayat Body in the

concern village because cooking cost amount are transferred to their account. No central purchase of commodities is in practice

### **6.2.3 Health**

Mitanins are women Community Health Volunteers selected by hamlet based communities. Mitandin programme was started by Chhattisgarh government in 2003. The state has now has 60,000 Mitandins, one for each of the rural hamlets in the state. Mitandin programme looks at ill health as a problem having social causes related to malnutrition, gender discrimination, environmental degradation and lack of education.

In Koriya district of Chhattisgarh, Mitandins formed Community Monitoring Committees (dekh rekha samitis) at hamlet level to monitor food programmes including MDM. Mitandins along with other women started visiting the schools.

They fought against teacher absenteeism, confronted the negligent teachers and petitioned the administration. They encourage parents of out of school/dropped out children to send their children to schools and opposed caste discrimination against Dalit children in serving of MDM. They were able to enlist the support of better teachers in monitoring MDM. People's perception about knowledge.

### **6.2.4 Comparison the status of education in the past with the current situation**

The Village Jan Rapats compare the status of education in the past with the current situation. Comparisons are based on provisioning, status, condition and access to schools. In the case of knowledge and information, comparisons are made in terms of the relevance of education in the past.

In the past, the realm of each individual's knowledge was related to his or her local environment. Due to poor roads and transportation networks, under-developed telecommunications and the virtual absence of media, new ideas and knowledge could not reach the villages. Today, the knowledge domain of an individual in the village has widened beyond the scope of the village to the national and even the international level.

An analysis of the Jan Rapats shows that people's perception of education (including knowledge and awareness) differs according to the income group that they belong to. Coming to the stakeholders, parents come first. The role of parents is to ensure that the child's basic requirements of food, clothing and shelter are provided for. They must also create conditions that enable their children to attend school regularly.

Children, both boys and girls, have to sometimes fight with their parents, for their right to education especially when money is scarce or when there is a need for extra hands at work. Often parents do not give any priority to education and children drop out of school. Children who receive full parental support in their education are far more motivated than those who do not.

Teachers feel that the teaching community was more respected in the past than it is today.

Teachers had the liberty go to homes in the village and bring children to school. Today, very little importance is given to the teacher. There is a need for mobilising support for education in the community so that more parents send their children to school and understand its importance. According to the teachers, most parents send their children to school to learn simple arithmetic, so as to help them with their accounts.

### **6.3 Tracking Public Investment for Children-Chhattisgarh**

The report, 'Tracking Public Investment for Chhattisgarh 2011' was published by UNICEF & Centre for Budget and Governance Accountability (CBGA). Some of the main point of the report:

Chhattisgarh is also among the better performing states with regards to raising revenue (tax and non-tax) to fund its expenditure. Spending on child related interventions accounts for only 10 per cent of Chhattisgarh's total state budget.

5. In 2004-05, the total outlay earmarked for children was 13.5 per cent of the total state budget. It increased to 14.2 per cent in 2005-06 but declined over the next two years to 10.5 per cent of the state budget in 2007-08. The total state budget outlay earmarked for children as a proportion of Chhattisgarh's Net State Domestic Product was almost stagnant at less than 3 per cent for the four years from 2004-05 to 2007-08. This indicates that the priority accorded to child-centred interventions in the state budget of Chhattisgarh has been relatively low, registering a decline between 2004-05 and 2007-08.

- **Child Education:** The share of Child Education in the total budgetary resources allocated for children was above 90 per cent between 2004-05 and 2006-07. While this declined in 2007-08, to around 86 per cent, it was still higher than any other social sector.
- **Child Development:** The share of Child Development programmes stood at 13 per cent of the total child budget in 2007-08, which was much higher than in the previous years.
- **Child Health:** The share of Child Health in the total budgetary resources reserved for children has been negligible, and allocations for this sector have remained low over the years, varying from Rs. 9 crore to Rs. 17 crore between 2004-05 and 2007-08.
- **Child Protection:** The share of Child Protection in the total budgetary resources reserved for children has been negligible, and even allocations have remained low over the years, varying from Rs. 7.58 crore and Rs. 7.24 crore between 2004-05 and 2007-08.

### **6.4 UNICEF-India: State Profile, Chhattisgarh**

As per 'UNICEF-India: State Profile, Chhattisgarh', many of Chhattisgarh's most disadvantaged people live in distant and forested districts that remain poorly served by social services and have lower levels of human development. In Chhattisgarh, nearly 21,600 children die annually within the first week of their lives and one child in four under three years of age suffer from wasting due to acute under-nutrition. While neonatal mortality stands at about 57 per cent, only 54 out of 1,000 deliveries are recorded as live births. More than half of adolescent girls in the

state suffer from anaemia. Challenges also exist in water safety, sanitation, school enrolment and quality of education, while violence and civil strife affected districts of Bijapur, Narayanpur, Dantewada, Bastar and Kanker make outreach and provision of social services difficult.

### **6.5 Multi-grade Multilevel (MGML) Programme in Chhattisgarh: An Evaluation-2013**

This research study was conducted by TISS with the support of the State Council for Education, Research and Training (SCERT), Chhattisgarh. The study was carried out between August 2012 and June 2013, covering a sample of 120 schools across 13 blocks in 9 districts. Some points and extract from the report:

#### **About Multi-grade Multilevel (MGML) Programme in Chhattisgarh**

The Multi Grade Multi Level (MGML) programme was started in Chhattisgarh in 2008 with a view to make primary schools more child friendly, and address the multigrade and multilevel classroom realities by allowing children to learn in more individualised and self-paced ways. The method was adopted following a visit to the Rishi Valley RIVER programme and the materials were developed by the SCERT, Chhattisgarh with the involvement of teachers. Beginning with a pilot project in Durg district the programme was expanded over three phases to all 26,750 primary schools by 2012. Materials, including learning cards, learning ladders, group charts for wall display, and some materials such as abacus, were centrally printed/produced and supplied. Registers to be used to keep track of children's progress were printed and privately to be purchased by teachers from local vendors. Readers were prepared and supplied, although not to all schools, and workbooks were planned but eventually not produced. Teachers were trained for the method through block level trainings. Classroom walls were painted and roof decorated. Initially a State and Block Resource Group supported the implementation and expansion of the programme. After 2011, the Block and Cluster Resource Centres were expected to support teachers. The programme initially was implemented for grades 1 to 4. From the 2012 session, however, it was restricted to only grades 1 and 2. In the period up to about 2009, simultaneously a new State Curriculum Framework and new State textbooks for all grades were also prepared by the SCERT. The D.Ed. curriculum was also totally revised and new materials also prepared for the new D.Ed. This was undertaken by the SCERT with the involvement of resource institutions including Digantar, Vidya Bhavan, Eklavya and Azim Premji Foundation. Textbooks were provided to all children in primary schools. The SCERT also prepared guidelines and practices for the RTE mandated Continuous Comprehensive Evaluation, and from 2012 onwards, CCE was also implemented in all schools.

#### **Some of the Key Findings:**

Almost half of the schools (48%) were not practicing MGML. Only 21% of the schools were practicing the method as per the expected design and 17% of the schools had adapted the approach or had mixed it with other pedagogies. Key deficiencies contributing to this include: (a) inadequate or poor quality training for teachers (b) insufficient basic material being provided (c) weak or absent resource and monitoring support (d) ambiguous position of the

State vis-a-vis the programme leading to a widespread perception among teachers that the Department is not serious about MGML programme and it is going to close down.

Schools face several constraints – lack of adequate teachers, small schools, multigraded classroom situations, lack of basic teaching learning material (even the non-MGML type). The method is heavily dependent on adequate materials, qualified and trained teachers (with both pre-service teacher qualifications and trained in the method) and resource support and monitoring, both initially and in a sustained manner over a long period. It seems that the state undertook the expansion of the system without adequately preparing for these matters.

A majority of the teachers were Shiksha Karmis, young and with limited experience. They were very upset about their employment conditions, given their low pay and uncertainty of employment, with high expectations of work.

Although every school had at least one teacher trained in MGML, the quality of this training and its absorption by the teachers was patchy.

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<sup>iii</sup> Land and people of Indian states and union territories, Chhattisgarh by Gopal K. Bhargava, Shankarlal C. Bhatt

<sup>iv</sup> Ibid

<sup>v</sup> People of India, National Series Vol.II published by Anthropological Survey of India, 1993

<sup>vi</sup> Effective School Management Committees, CREATE India Policy Brief 4, February 2011



# TEACHER EDUCATION IN CHHATISHGARH

## INSTITUTIONAL ARRANGEMENTS

### 3.1 INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfolding of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

Teachers play an important role in the lives of learners through the process of education. If teachers acquire professional competencies, commitment and are enabled and empowered to perform multiple tasks in the class room, school and community in a genuinely professional manner, then a chain reaction begins starting with sound teacher performance culminating into high quality class room in school education.

SCERT is the Academic Authority under the RTE ACT rules 2009 and it is the controlling Institute of the Teacher Education in Chhattisgarh. The Administrative structure is given below:



Effective teacher education becomes a core condition to ensure high proficiency and quality in school education. Effective school education anticipates effective teacher

education. A nonprofessional teacher could cause lasting damage to the very growth and development of the child. An empathetic teacher can nurture a child into a sensitive human being. If the same child is mishandled, he /she might grow into a violent and aggressive youth. The social, emotional and psychological components of teaching and learning are extremely significant for each and every child and hence for the nation in turn.

Teacher Education is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value-based approach. The Teacher Education Institutes in the state - S.C.E.R.T, I.A.S.E, C.T.Es and DIETs should unearth the treasure within every teacher and subsequently within every learner and make the individuals realize the magnitude and potentialities which if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

#### **Review of existing Teacher Education Institutions - DIETs, CTEs, IASE and SCERT**

Teacher Education continued to be an insignificant component of Elementary and Secondary Education right from first to seventh five year plans. From Eighth Plan onwards i.e., NPE 1986 has provided a fillip to teacher education by way of creation of special institutes at Elementary and Secondary levels along with providing necessary resources for infrastructure and staff resources.

DIETs have been established as a part of NPE 1986 for providing pre-service and in-service education at District level as a part of major quality initiative at Elementary stage. Further, IASEs and CTEs have been visualized and established as a part of strengthening of Teacher Education at Secondary level along with professional development of Teacher Educators.

Sufficient funds have been provided for their establishment and to make a beginning to take up quality initiatives during VIII and IX Plan periods.

The total intake of all the Teacher Education Institutes are as follows:

Teacher Training Institutes in Chhattisgarh								
Type	Government		Aided		Private		Total	
	Institutions	Intake	Institutions	Intake	Institutions	Intake	Institutions	Intake
3-Year D.Ed.	18	1750	1	70	43	2700	64	4520
2-Year B.Ed.	2	300	1	150	132	13350	135	13800
4-Year B.El.Ed								N.A.
3-Year B.Ed. (SE)	-	-	-	-	1	30	1	30
3-Year B.Ed. (SE)	-	-	-	-	1	30	1	30
2-Year M.Ed	2	300	1	50	18	900	21	1250

**In view of establishment of premier institutes at elementary and secondary level it is proposed to take a review on the functional aspects of these institutes as presented hereunder.**

### **STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING -SCERT.**

The State Council of Educational Research and Training (SCERT) Chhattisgarh was Established on the year 2001-2002. SCERT is functioning as the academic wing of the Department of School Education in formulating and implementing the policies and programmes of the Government in the field of School Education. The present building of SCERT was constructed in 2007. It is located in the Raipur, capital of Chhattisgarh.

The SCERT is functioning through 13 departments, each department headed by a Professor assisted by lecturers to take up various initiatives and assist the Government in policy formulations along with implementation and evaluation. The details of each of department is given here under:

1. Department of Teacher Education. ( Pre- Service and in-service) & Extension
2. Dept., of Curriculum & Text Books & Pupil Assessment
3. English Language Training Institute
4. State Institute of Educational Management and Training
5. Education Technology.
6. Library

SCERT has some constituent units spread over the entire state. They are:

- a. Institutes of Advanced Study in Education (IASEs).
- b. Colleges of Teacher Education (CTEs).
- c. District Institutes of Education and Training (DIETs) / Teacher Training Institutes (T.T.I.s).
- d. Districts English Centers
- e. BITE's are yet to be functional

### **Functions of S.C.E.R.T**

#### **a. Pre-Service**

- ❖ Development of curriculum and material for pre-service education courses viz., Pre Primary Teacher Education course, D.El.Ed. – in Hindi language.
- ❖ Professional upgradation of teachers through linkages with state, national and international institutions and organization of various courses in emerging areas.

- ❖ Setting up of a core group of expertise with internal and external personnel on multidisciplinary basis and providing support to teachers, teacher educators and managers.
- ❖ Monitoring the effective implementation of pre-service training programmes.
- ❖ Undertaking Curriculum and Examination reforms in pre-service training programmes.
- ❖ Capacity building of teacher educators in various subject areas in collaboration with IASEs, University Departments of Education, NCERT, NUEPA, RIE etc.
- ❖ Development of skills in collaborative action research.

**b. In-service and Other activities:**

- ❖ Organizing in-service training for teacher educators.
- ❖ Acting as clearing house for ideas and information to teachers and teacher educators.
- ❖ Providing academic guidance to the teacher education institutions and sub district

level resource centers to undertake studies, investigation and surveys relating to educational matters and programmes.

- ❖ Generating knowledge in various fields of education both in content and processes by way of conducting research studies, action research, projects, monitoring and supervision activities etc.
- ❖ Publication of books, periodicals, journals and other literature necessary for teachers, teacher educators and managers.
- ❖ Conducting evaluative and research studies to find out the impact of educational programmes / schemes in the state.
- ❖ Preparation of curricula, syllabi, instructional material for formal education and alternative systems of education.
- ❖ Co-ordination with national and international organizations in academic matters.
- ❖ Provision of Resource support to implement academic policies laid down by the Government.
- ❖ Collaboration with schools to work in school subject areas for improved curricular practices and examination reforms.
- ❖ Coordination with national and international institutions to organize new courses in emerging areas viz., ICTE, Bio Technology, Life Skills and other Pedagogical aspects.
- ❖ Conduct of in-service courses for (i) elementary and secondary teacher educators, (ii) Principals of Secondary Schools, (iii) officers involved with supervision of secondary schools etc.
- ❖ Organizing pilot programmes in Teacher Education.

- ❖ Conduct of advanced level fundamental and applied research and experimentation in education, especially of inter disciplinary nature, e.g., sociology of education, education and economic development, educational psychology etc.
- ❖ Conduct of training programmes for preparation of software and use of ICT.

## **Teacher Training:**

SCERT being the nodal agency at State level assists the Government in policy formulations and implementation of policies. It is involved in developing the framework for the development of capacity building programmes for teachers, HMs and Managers working in the field. The SCERT is actively involved in capacity building of functionaries at various levels given hereunder:

- 🏢 Professional upgradation of Principals and faculty members of IASEs, CTEs and DIETs.
- 🏢 Educational Managers and Supervisory Staff at Elementary and Secondary Education.
- 🏢 Capacity building of HMs in management and school improvement.
- 🏢 · Development of resource groups at state level and district level in the areas of pedagogy, research and community mobilization.

## **Curriculum and Material Development**

- 🏢 SCERT is the nodal agency at state level for initiating curricular reforms for school education as well as teacher education based on the felt needs, requirement and guidelines from national level.
- 🏢 The development of curriculum framework along with syllabus, development of textbooks and other learning material, tryouts etc., is being organized at SCERT level through participatory process by involving practitioners and other stakeholders from grass root level. Further curriculum implementation through organization of required orientations is also being planned and implemented from SCERT level.
- 🏢 Development of TLM, Interactive Material and other Publications on the themes of contemporary importance is a regular activity of SCERT along with the effective implementation of centrally sponsored schemes. Periodicals are published to disseminate innovations and practices.

## **Support from State level and National level Institutions - Networking**

Active functional linkages were already established between SCERT and other National bodies like RIE, Bhopal, Hyderabad EFLU, Hyderabad, NCERT, CCRT, NUEPA, IFIG, UNICEF in many areas of academic issues, capacity building research and material development. .

### **INSTITUTE OF ADVANCE STUDIES IN EDUCATION -IASE BILASPUR, CHHATTISGARH**

With a view to improve the quality of Teacher Education and provide effective teacher support services, the Government of India has initiated several reforms in teacher education since VIII five-year plan. One of the major interventions in this regard is upgradation of Secondary Teacher Education Institutions (B.Ed. colleges) into Colleges of Teacher Education (CTEs) and Institutes of Advance Studies in Education (IASEs).

IASEs are comprehensive resource institutes in the areas of Pre-service and In-service Education conducting programmes for the preparation of Secondary teacher education and also conduct of research and studies

Chhattisgarh has only one IASE in the State. This is the oldest Teacher Education Institute and recently it has been awarded "A" by NAAC. IASE works under SCERT and takes care of the in-service, pre-service, teacher training, curriculum designing for Secondary and Higher Secondary Education. Some of the recent main activities of IASE are:

- Conducting B Ed. 2 years Programme with New Syllabus prepared by SCERT
- M.Ed. 2 years Programme
- Ph.D. Study Centre Bilaspur University Bilaspur
- DCE District centre for English
- IGNOU Study Centre
- Centrally Sponsored Scheme Programme
- Support to DIETs
- MOU with SECR Bilaspur for capacity building of Railway School Teachers
- Academic Support to the Private B. Ed. Colleges of Education of Bilaspur and Sarguja Universities
- Development of curriculum for B.Ed. & M.Ed. 2 years programme
- School Empowerment / Quality Development programme.



**Activities done under Centrally Sponsored Scheme in the Year 2015- 16**  
are:

- ✓ **Development of Resource Centre**
- ✓ Research Reporting Workshop
- ✓ Newsletter development
- ✓ Research Journal – SHODH PRATIBHA

#### **Capacity Building of Teacher Educators**

- ✓ Science Learning Material Workshop for H/HSS teachers (22-26<sup>th</sup> June)
- ✓ Science Content Based Teacher Training for HSS teachers (20-24 July)
- ✓ Development of Practical skill in Science for H/HSS teachers (11-14 Aug.)
- ✓ Orientation of B.Ed. 2years Curriculum Seminar for education college faculty 27<sup>nd</sup> Sep.
- ✓ Yoga Training
- ✓ Innovation English Language Club Workshop
- ✓ Developing State level support material training
- ✓ Computer Training
- ✓ Demonstration Lesson Video-graphs
- ✓ Research work (20) training in different sessions
- ✓ 10 Action Research done under British Council
- ✓ ET training for DIET faculty
- ✓ Skill development in teacher training for education college faculty.

#### **Colleges of Teacher Education**

At present in Chhattisgarh Andhra there is only one CTEs under CSS and 146 Private B.Ed. colleges with a total intake of 44,160. B.Ed. candidates every year as a part of pre-service education programme. The CTEs under Government is located at Raipur near to SECRT.s CTEs is providing the B.Ed. course of 2 years in as prescribed by NCTE and M.Ed. too.

No. of institutions Govt.	Intake capacity	No. of institutions Aided	Intake capacity	No. of institutions Private	Intake capacity	No. of institutions Total	Intake capacity
1	100	1	100	132	13500	135	13900

**a. Pre-Service Training:**

1. Conducts Pre-service Teacher education courses for the preparation of secondary Level education courses for the preparation of secondary level.

**b. In-Service Training:**

- Organizes subject oriented (more than one week duration) and shorter, theme specific (less than one week duration) in-service teacher education programmes for secondary teachers, with a view to make every teacher undergo at least one subject oriented training course for every 5 years, apart from shorter, theme specific courses.
- 2. Brings about Innovations in curriculum and evaluation procedures at secondary stage.
- 3. Provides training, extension and resource support to professional bodies, secondary schools, school complexes and individual teachers in the areas like value oriented education, work experience, environmental education, population education, information and communication technology (ICT), vocational education and science education.
- 4. Conducts experimentation and innovation in secondary education.
- 5. Need analysis on secondary teachers to identify hard spots and provide on the job support to secondary teachers through school complex.
- Coordinates with IASEs, SCERT, Universities and other national bodies for improvement of secondary education – collaborative project, research studies, innovations etc.
- Encourages community participation in teacher preparation programmes.

**c. Monitoring and Networking:**

- Monitoring the secondary schools for their effective functioning and providing on job support.
- Review of functional efficiency of school complexes in supporting the secondary schools and resourcefulness.
- Networking with other teacher education colleges at secondary level horizontally and vertically with IASEs and SCERT for exchange, collaborative works etc.

## **District Institute of Education and Training (DIET)**

As a part of National Policy on Education 1986, Government Teacher Training Institutions were upgraded into DIETs in 3 phases from 1987-88 to 1989-90 under the scheme of Re-structuring and Re-organization of Teacher Education.

There are 17 DIETs functioning in Andhra Pradesh under Government sector. They are:

1. Ambikapur
2. Bastar,
3. Bemetara,
4. Raipur,
5. Pendra (Bilaspur)
6. Dantwara,
7. Dhamtari,
8. Durg,
9. Janjgir,
10. Jaspur,
11. Kanker,
12. Kabirdham,
13. Korba,



14.Koriya, 15. Mahasmund, 16 Mungeli, 17. Rajnandgaon. Two DIETS 18.Bijapur and 19 Narayanpur are yet to be functional.

**Objectives of the scheme:**

1. Universalization of minimum levels of learning with due emphasis on value education.
2. Offers excellent / lifelong and continuing education.

**Main functions of the DIET:**

1. Training (both) pre-service and in-service teachers.
2. Academic and Resource support, extension/ guidance, development of Teaching Learning materials, aids, evaluation tools etc., to the departments of Elementary and Adult Education systems in the Districts.
3. Research / studies/ surveys etc., and experimentation to deal with specific problems of the Districts in achieving the objectives in the areas of Elementary and Adult Education.

**Structure of Govt. DIETs**

The Structure as suggested by MHRD as implemented in the State since 1987 comprise the following seven academic branches.

- ✓ 1 Pre-Service Teacher Education Branch (PSTE) – consisting of faculty members in the foundation areas as well as in various school subjects (excluding work .experience)
- ✓ 2. Work Experience Branch (WE)
- ✓ 3. District Resource Unit (DRU) for adult and alternative forms of Education
- ✓ 4. In-service programmes, field interaction, innovation and coordination (IFIC)

Department

- ✓ 5. Curriculum, Material Development and Evaluation (CMDE)
- ✓ Educational Technology (ET) Branch.
- ✓ Planning and Management (P&M) Branches.

**List of Government DIETs in the State along with intake capacity**

S.No.	Name of the DIETS	INTAKE
1	Ambikapur	100
2	Bastar	100
3	Bemetara	100
4	Raipur	100
5	Pendra	100
6	Dhamtari	100
7	Dantewara	100

8	Durg	50
9	Koriya	100
10	Korba	100
11	Khairagarh	100
12	Kabirdham	100
13	Kanker	100
14	Dharamjaigar	100
15	Mahasmund	100
16	Janjgir	100
17	Jashpur	100
TOTAL		1750

### **D.Ed under Private managements in the State**

NCTE New Delhi has accorded recognition to about 45 Private D.El.Ed. colleges in the State to run D.Ed. course with an intake capacity of 2700. The duration of the D.Ed. course is of two years.

### **Structure of Govt. DIETs**

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2. Work Experience Branch (WE)
3. District Resource Unit (DRU) for adult and alternative forms of Education
4. In-service programmes, field interaction, innovation and coordination (IFIC) Department
5. Curriculum, Material Development and Evaluation (CMDE)
6. Educational Technology (ET) Branch.
7. Planning and Management (P&M) Branches

The policy document reveals that DIET would need to have staff in the areas of foundations of education and pedagogy, the subjects taught at elementary stage including non-scholastic areas, adult education and alternative forms of education, curriculum development, planning management etc.

Most programmes and activities of DIET would involve more than one Department, and the nomenclature of departments given above, indicates principle nodal responsibility, and not total responsibility.

**Role of DIETs:****a. Pre-Service Training:**

1. Preparation of Elementary and pre-school teachers through pre-service education.
2. Development of material and evaluation tools.
3. Strengthening of pre-service course by transforming the theory into practice and reflection.
4. Improving the process of pre-service training programme through research and innovation.
5. Collaboration and networking with other teacher education and research institutions at national and state level for the improvement of pre-service training.

**b. In-Service Training:**

- Initiatives to upgrade the quality of teaching-learning process in the districts.
- Levels of learner achievement being the ultimate index of such quality.
- Preparation of elementary and pre-school teachers through in-service education (DRCs may not undertake pre-service education).
  - Preparation of district plans for universalization of elementary education.
  - Development of district-specific curricular and teaching learning material.
  - Support to resource centers at sub-district level i.e., to BRCs and CRCs in ICT, Value Education, Work Experience, Life Skill Education.
  - Capacity building of primary teachers as per the needs in all the school subject and other emerging areas.
- Collaboration with SSA in conduct of trainings / workshops for capacity building of teacher & development of material.
- Collaboration with IASE, SCERT, BRCs in undertaking projects, innovations etc.
- Conduct of Research to build an improved understanding of elementary education in the district.
- Activities to improve and support community involvement in elementary education.
- Adopting of, CRCs, Schools for making models of effective practice.
- Support to training programmes in adult education.
- Undertaking school development programmes in collaboration with BRC / CRCs.

**c. Monitoring and Networking:**

- Linkages with resource centers, teacher centers and school complexes in the district and providing professional support for functional efficiency.
- Adoption of specific, School Complexes, working collaboratively for providing effective on the job support to the schools and teachers.
- Networking with other DIETs in a horizontal way and with IASEs and SCERT in a vertical way for professional exchange.

**d. Convergence:**

Effective convergence is required for the achievement of universalization of elementary education with following departments.

- Department of Adult Education

- Department of Women Development and Child Welfare
- Department of Social, Tribal and Backward Class Welfare
- Department of Disabled Welfare.

### **Teacher Training**

The DIETs are offering Pre-service training programme for the preparation of elementary teachers through two year Diploma in Education @ 100 per batch in Hindi medium in all the DIETs and @ 50 per batch in 1 DIET.

As part of In-service education, DIETs are providing professional support to the elementary teachers, supervisors and support to field staff through recurrent training

programmes, workshops etc. Further, orientation programmes to the newly recruited teachers, untrained teachers, shikshakarmis is also being planned and organized.

### **Curriculum and Material Development**

The staff of the DIETs are being involved in the development of curriculum and Textbooks at state level workshops for development of modules and other teacher related literature/ teaching learning material at state level. Further, publications on contemporary and pedagogical issues in elementary education are being taken up by the DIETs as part of SSA. The periodicals from DIET reflect the professional ideas and serves for the purpose of professional exchange and dissemination of innovations across the District and State.

### **Support to CRCs, CAC's and Schools**

One of the major function of the DIETs is to support the functionaries of CAC and CRCs and work with collaboration to support to the schools along with monitoring the quality of class room practices. The DIETs conduct the capacity building of personnel of CAC/ CRCs along with developing suitable material / modules for their professional growth. In some districts the DIETs have adopted MRCs and CRCs and reviewing the functional aspects on regular basis. The DIETs are also assisting MRCs and CRCs in planning activities i.e., development of data base, analysis, development of cluster and education plans etc.

DIETs have taken up the academic monitoring of schools and attempted categorization of schools into A, B, C and D categories based on performance on certain educational indicators.

They helped in the process of undertaking the process of identification of schools and their categorization. Further, adequate support has been provided to the CAC, s, HMs and Teachers for undertaking the action researches in collaborative way in the DIETs for their professional development and creation of knowledge basis in various pedagogical processes.

### **Support from State and Other Institutions – Networking**

Collaboration and Networking are the two vital factors for effective functioning of DIETs

for the improvement of quality of school education. Collaboration and Networking is a process for the professional development of teacher educators and found to be resourceful in conduct of various programmes for schools and field staff.

Periodical conduct of orientations, workshops at State level institutions such as SCERT, State Project Office, RMSA for the teacher educators as a part of capacity building programmes as well as material development. Further Networking using ICT for regular

professional development is not yet in place but will be done.

### **Diploma in Elementary Education (D.El.Ed.)**

The present Diploma in Elementary Education (D.El.Ed.) curriculum which has been designed represents an effort to strengthen quality in Elementary Teacher Education while building on the good practices contained in previous frameworks. This course consists of three components viz., content, processes and context. The Teacher Education Institutions provide an opportunity to student teachers to integrate and implement the above three components in classroom setting. The outcomes of these three components will be evaluated through Continuous Comprehensive Evaluation (CCE).

The first year D.El.Ed. curriculum consists of 4 general papers, 3 methodology papers (Hindi, English and Mathematics), 2 value added co-curricular subjects and 2 self-development courses with four internship programmes.

And the second year curriculum consists of 3 general papers, 3 methodology papers (English, Science & Social Science and optional subject), 2 value added co-curricular subjects and 2 self-development courses with 16 week internship programmes.

In addition to theoretical exposure in classrooms and practical exposure through school experience, internship etc., other co-curricular activities are being taken up namely conduct of workshops on TLM and material development, seminars /symposiums etc. games and sports, projects, action researches, using library etc. at large, develops a professional attitude and prepares them for teacher career.

## **CHAPTER – IV**

### **PLANNING PROCESS**

Planning plays a vital role in effective implementation of any programme. Since the Centrally Sponsored Scheme of Teacher Education is an important programme being implemented by Central and State Government for strengthening of Teacher Education, the Annual Plan of Teacher Education of Chhattisgarh for the year 2017-18 has been formulated by adopting the following steps:

#### **Orientation to Planning Teams:**

The Department of School Education and Literacy MHRD, Government of India has communicated the Guidelines and Planning Formats for preparation of annual plan for the year 2017-18 vide . F.No. 11-2/2016-EE. 13(Plg), dated: 06 -January -2017 of Under Secretary MHRD Government of India. Accordingly a two day orientation was conducted on 16 and 17 December 2016 by the Director, CG with the Planning Teams of Institutions consisting of Principals and faculty who are dealing with CSS of TE institutions viz IASE, CTE and DIET's. During the orientation various aspects related to planning viz. NCF -2005, NCFTE -2009, CCE, Roles of DIETs, CTEs and IASEs in the light of revised Centrally Sponsored Scheme on Teacher Education, collection and consolidation of data, finalization of activities, filling up of planning formats, estimation of budget, mapping of infrastructure facilities, etc., were discussed. Later during the course of preparation of plans, the Department of Planning, SCERT clarified the queries raised by the planning teams time to time.

#### **Preparation of State Plan:**

After appraisal of institution plans by the state teams, all the institution plans have been consolidated into state plan. Certain additional activities have been proposed at State level keeping in view of the needs of Teacher Educators and Teachers. The state plan have been verified by the Director and the Planning Department of SCERT and finalize the plan. After finalized the plan has been apprised to the Principal Secretary to Government, School Education (PE) Department, Govt. of A.P., before submission to MHRD, Govt. of India.

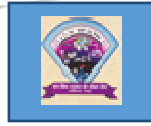
#### **Schedule for formulation of Plans**

The following Schedule has been developed and communicated to all the institutions for formulation and submission of plans to MHRD, GOI within the time limit finalized.

### **Tentative time Schedule for formulation of Annual Plan 2017 -18**

<b>S. No.</b>	<b>Activity</b>	<b>Timeline</b>
<b>1</b>	Orientation to the Principals and faculty of TEIs on CSS of Teacher Education	16 & 17 December
<b>2</b>	Consultations with Teachers and field functionaries.	23 December
<b>3</b>	Completion of Annual Plans by Teacher Education Institutions (DIETs, CTEs & IASE)	3 <sup>rd</sup> and 4 <sup>th</sup> Feb
<b>4</b>	Approval of Plans by concerned PACs	10 <sup>th</sup> Feb.
<b>5</b>	Scrutiny and submission of plans at SCERT by TEIs.	15 <sup>th</sup> Feb
<b>6</b>	Consolidation of Institutional Plans into State Plan	18 <sup>th</sup> Feb
<b>7</b>	Submission of Plans to GOI for appraisal	20 <sup>th</sup> Feb
<b>8</b>	TEAB Meeting for approval of Plans	8 <sup>th</sup> March





## FEW BEST & INNOVATIVE APPROACHES IN EDUCATION IMPLEMENTED BY SCERT CHHATTISGARH



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, RAIPUR  
CHHATTISGARH**

*You cannot create experience. You must undergo it.*



## Thematic Approach

A thematic approach to teaching and learning is an approach where many different areas of the required curriculum are connected using a common theme. NCF 2005 stresses the need for connecting children's experiential knowledge with learning skills. Teaching is not just a delivery of information and it is rather experiential associating with the children's experience with construction of knowledge, think critically, recreate and renovate knowledge through interactive activities with the teachers.



This has to be experimented in schools to establish that the NCF 2005 ideas are translated in to practice as

- creating one's own school curriculum
- using multiple text books in classroom
- reformed classroom transaction
- active community involvement
- favorable assessment and make children self-learners
- changing the role of teachers from teacher dominant to learner centric pedagogy



Based on the idea 100 schools of remote areas of Chhattisgarh is working on this area and the result are very encouraging as children are learning by experimenting, exploring, creating and constructing knowledge. This teaching style is more student-centered than teacher-centered, and the students collectively have some choice of what they learn, which fosters community among students.

By constantly making connections in the classroom, students learn how to make connections and understand how things they experience at school relate to the real world. Because students switch between activities centered around a theme or even switch between themes, this type of curriculum provides variety and keeps students engaged.

The approach translates the theory of National Curriculum Framework 2005 into Reality.

## **2. Bridging Gap through Multicultural Education: Inducing Different Types of Culturally Responsive Pedagogical Methodology to enhance learning.**

Despite the steadily increasing numbers of culturally and linguistically diverse student Populations in schools, not all teacher education programs (TEPs) readily embrace multicultural education or culturally responsive teacher education pedagogy (Gay, 2002). This brief has a twofold purpose: (a) to demonstrate the need for rethinking current approaches to teacher education pedagogy and (b) to provide guidelines for developing culturally responsive teacher education pedagogy. To fulfill this in our state the following activities been done:



1. Making of Comics in their tribal language as support material to enhance reading and to induce a more culturally responsive pedagogy. The comics were made in Bhatri, Gondi, Halbi- tribal language, which helped the children in mainstreaming of the students, and gradually shifted to Early grade Reading and then to the Textbooks.
2. Dhurua - Bilingual books of class 3 were prepared in Dhurua and Hindi and 1000 teachers were imparted training on how to use the bilingual book in the classroom and it was a very learning experience.

## **3. Educational leadership Programme for Secondary Principals**

Ten days Educational Leadership program with the collaboration of National council of School Leadership (NCSL) NUEPA, was conducted for 500 Principals. The State Resource Group was trained by NUEPA and they conducted 10 days training for the School Principals at different educational zones. The Principal took certain good initiatives and some of the case studies are also been collected and are being documented. The training had a very good impact in the School Principals as the training imparts skill and knowledge to make a school of Excellence and motivates to make school a Center of Learning.

#### 4.School Museum



##### Objectives

- To Provoke creative thinking and effective learning in schools
- To provide a favorable environment in schools where children can do and experience things to improve themselves cognitively, physically, affectively and socially.

- To enlightening the students within the framework of lifelong education, disseminating science based information and establishing true democracy.
- To make learning an open-ended, continuous and lifelong experience.
- Museum learning experiences are enhanced opportunities to engage in critical thinking and questioning
- Museum learning experiences are enhanced real-life experiences.

Till date total six school museums has been established.

#### 5. National Conference on Learner Centered Pedagogy

Every year Scert organizes a National Seminar in the area of Teacher Education and teaching learning processes. This year also a National Seminar was organized on 1st February to 3<sup>rd</sup> February 2017 .The unique ness of this seminar was that all the papers were read on the actual programmes and activities conducted in the classroom related to teaching learning pedagogical practices used in the classroom and it was presented by the practisioner teachers. The three days seminar also attracted the interest of various Faculty members of SCERT, RIE and other educational governmental and non-governmental academicians.

##### **The focal theme of the conference was:-**

1. Share the innovations in the early grade learning in government schools.
2. Rethinking teacher education and training to make it compatible to current school situation.
3. Transformation from a teacher centered learning to learner centered learning.
4. Linking school and villages in forming a learning community.
5. Developing school based assessment for effective CCE.

*FEW BEST & INNOVATIVE APPROAHES IN EDUCATION OF SCERT CHHATTISGARH*

### Target Groups and Resource Person

Practicing Teacher Educators from SCERTs, DIETs, RIEs, Universities, NGOs and School teachers from RTE schools of Chhattisgarh participated in the seminar. Some National Resource Persons also gave their constructive suggestions.

### Important Recommendations of the Seminar:

- Language, as a unique cognitive and mental feature of the human species, underpins every aspect of human activity, social, economic and cultural. We can help children in enhancing their cognitive abilities by teaching them in Chhattisgarhi / or any other local language of the community in the first four years with Hindi as a subject. Thereafter, Hindi medium can be adopted and local language of the community can be retained as a subject as long as the community wants.
- Teachers from own districts should be posted in their location to facilitate the students in learning.
- Modalities may be developed to transform the practicing teachers in the state to enable them to practice learner centered pedagogy, within a stipulated time to convert the existing curriculum, textbook and evaluation tool appropriate for Learner Centered Pedagogy.



### 6 Teachers Training on and CCE

To develop a better Pedagogical Practices Comprehensive teachers the trainers eminent National educational companies Glenkon- A Dubai



### Pedagogical Practices

understanding of the and in Continuous and Evaluation. To train the were invited from International like Macmillan, Based Educational

company, Dr. Raghu Raman and few more higher official administrative officers of the state who have a academic interests in education. All the 2700 cluster academic coordinators, 2400 hundred teachers, Diet faculties participated in the program.

**TOTAL BUDGET AND FINANCE PROPOSE BY STATE/UT (2017-18) - Institutions & Component-Wise.**

**Amount in Lakhs**

Sl. No.	Institutions	Civil Works	Equipments	Establishment of Spl. Cell	Specific projects for Academic Activities	Programmes and Activities	Salary of faculty and staff sanctioned and filled up after up-gradation	Contingency	Training programmes for educational admn./ Head Teacher	Technology support	Faculty Development	Induction training of teacher educators
1	2	3	4	5	6	7	8	9	10	11		12
1	DIETs	0.00	320.00	0.00	0.00	465.66	2004.00	240.00	0.00	32.00	32.00	0.00
2	New DIET	999.75	60.00	0.00	0.00	65.67	160.00	45.00	0.00	6.00	6.00	0.00
3	CTEs	0.00	20.00	0.00	0.00	29.77	203.64	15.00	0.00	0.00	5.00	0.00
4	IASEs	0.00	20.00	0.00	0.00	30.05	203.64	15.00	0.00	0.00	5.00	0.00
5	SCERT	0.00	30.00	0.00	20.00	61.00	0.00	0.00	0.00	0.00	10.00	0.00
6	BITEs	2833.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		<b>3833.31</b>	<b>450.00</b>	<b>0.00</b>	<b>20.00</b>	<b>652.15</b>	<b>2571.28</b>	<b>315.00</b>	<b>0.00</b>	<b>38.00</b>	<b>58.00</b>	<b>0.00</b>

### **EXECUTIVE SUMMARY OF CENTRALLY SPONSORED SCHEME on T.E. PROPOSALS 2017-18**

Amount in Lakhs

S. No.	District	DIET /CTE/ IASE/ SCERT	Actual Salary for 2016-17 (April 2015 to March 2017)	Proposed Salary for 2017-18	State Share 40% (salary)	Central Share 60% (salary)	Programs and activities 6.5 consolidat ed	Equipmen ts	Contingency	Additional Support Technolo gy in T.E.	F.Dev.	G. TOTAL	State Share	Central Share
1	Sarguja	Ambikapur	135.77	165.00	66.00	99.00	30.73	20.00	15.00	2.00	2.00	234.73	93.89	140.84
2	Bastar	Bastar	142.16	170.00	68.00	102.00	30.00	20.00	15.00	2.00	2.00	239.00	95.60	143.40
3	Bemetara	Bemetara	137.24	165.00	66.00	99.00	30.80	20.00	15.00	2.00	2.00	234.80	93.92	140.88
4	Raigarh	Dharamjaigarh	92.37	110.00	44.00	66.00	30.64	20.00	15.00	2.00	2.00	179.64	71.86	107.78
5	Janjgir champa	Janjgir champa	124.50	150.00	60.00	90.00	30.00	20.00	15.00	2.00	2.00	219.00	87.60	131.40
6	Jashpur	Jashpur	75.27	90.00	36.00	54.00	30.30	20.00	15.00	2.00	2.00	159.30	63.72	95.58
7	Kanker	Kanker	61.13	73.00	29.20	43.80	20.19	20.00	15.00	2.00	2.00	132.19	52.88	79.31
8	Rajnandgaon	Khairagarh	77.55	93.00	37.20	55.80	26.87	20.00	15.00	2.00	2.00	158.87	63.55	95.32
9	Mahasamund	Mahasamund	95.63	115.00	46.00	69.00	31.14	20.00	15.00	2.00	2.00	185.14	74.06	111.08
10	Dhamtari	Nagari	78.03	94.00	37.60	56.40	31.19	20.00	15.00	2.00	2.00	164.19	65.68	98.51
11	Bilaspur	Pendra	152.67	183.00	73.20	109.80	30.71	20.00	15.00	2.00	2.00	252.71	101.08	151.63
12	Raipur	Raipur	184.46	222.00	88.80	133.20	30.50	20.00	15.00	2.00	2.00	291.50	116.60	174.90
13	Dantewada	Dantewada	41.91	51.00	20.40	30.60	30.85	20.00	15.00	2.00	2.00	120.85	48.34	72.51
14	Korba	Korba	140.45	169.00	67.60	101.40	30.11	20.00	15.00	2.00	2.00	238.11	95.24	142.87
15	Korea	Korea	75.86	91.00	36.40	54.60	30.65	20.00	15.00	2.00	2.00	160.65	64.26	96.39
16	Kabirdham	Kabirdham	52.59	63.00	25.20	37.80	20.98	20.00	15.00	2.00	2.00	122.98	49.19	73.79
			<b>1667.55</b>	<b>2004.00</b>	<b>801.60</b>	<b>1202.40</b>	<b>465.66</b>	<b>320.00</b>	<b>240.00</b>	<b>32.00</b>	<b>32.00</b>	<b>3093.66</b>	<b>1237.46</b>	<b>1856.20</b>
17	CTE Raipur	CTE Raipur		203.64	81.46	122.18	29.77	20.00	15.00	0.00	5.00	69.77	17.44	52.33
18	IASE Bilaspur	IASE Bilaspur		203.64	81.46	122.18	30.05	20.00	15.00	0.00	5.00	70.05	17.51	52.54
19	SCERT	SCERT					61.00	30.00	0.00	0.00	10.00	101.00	25.25	75.75
			<b>1667.55</b>	<b>2411.28</b>	<b>964.51</b>	<b>1446.77</b>	<b>586.48</b>	<b>390.00</b>	<b>270.00</b>	<b>32.00</b>	<b>52.00</b>	<b>3334.48</b>	<b>1297.67</b>	<b>2036.81</b>

#### Executive summary for New DIETs

20	Durg	Durg	53.28	80.00	32.00	48.00	29.29	20.00	15.00	2.00	2.00	68.29	17.07	51.22
21	Bijapur	Bijapur	0.00	50.00	20.00	30.00	18.19	20.00	15.00	2.00	2.00	57.19	14.30	42.89
22	Narayanpur	Narayanpur	6.53	30.00	12.00	18.00	18.19	20.00	15.00	2.00	2.00	57.19	14.30	42.89
			<b>59.81</b>	<b>160.00</b>	<b>64.00</b>	<b>96.00</b>	<b>65.67</b>	<b>60.00</b>	<b>45.00</b>	<b>6.00</b>	<b>6.00</b>	<b>182.67</b>	<b>45.67</b>	<b>137.00</b>



#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91

AVERAGE

Academic Staff Vacancy is 49.34%

Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	10	0	4	0	14	0	9	0	18	0	27	0.00	47.37	0.00	81.82	0.00	65.85
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	2	0	2	0	4	0	17	0	20	0	37	0.00	89.47	0.00	90.91	0.00	90.24
		0	57	0	66	0	123	0	21	0	10	0	31	0	36	0	56	0	92	0.00	63.16	0.00	84.85	0.00	74.80

AVERAGE

Overall Academic Staff Vacancy is 51.52%

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00



## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

### List of Equipments to be Procured (SCERT)

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	4	0.50	2.00
3	Photocopier	2	1.00	2.00
4	Scanner	4	0.10	0.40
5	Steel Almirah	10	0.15	1.50
6	Sound System	4	0.20	0.80
7	LCD Projector/ TV Min 45inch	4	0.75	3.00
8	Tablet Android OS 3G Support	10	0.20	2.00
9	Printer	20	0.15	3.00
10	Desktop Computer	20	0.30	6.00
11	UPS for Computer	20	0.05	1.00
12	Laptop	30	0.45	13.50
		Total		35.45

## List of Equipments to be Procured

CTE RAIPUR

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## List of Equipments to be Procured

IASE BILASPUR

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

### Chhattisgarh Raipur

	Principal	Vice Principal/ Sr. Lecturer	Lecturer	Total	Para Academic Staff	Grand Total
Total Sanctioned Post	16	96	192	<b>304</b>	352	<b>656</b>
Total BU Post	0	12	60	<b>72</b>	60	<b>132</b>
Total Filled Post	14	47	93	<b>154</b>	<b>168</b>	<b>322</b>
Total Salary Eligibility	14	35	33	<b>82</b>	108	<b>190</b>

#### New DIETs Salary Eligibility

Total Sanctioned Post	3	18	36	<b>57</b>	66	<b>123</b>
Total BU Post	0	0	0	<b>0</b>	0	<b>0</b>
Total Filled Post	3	6	12	<b>21</b>	5	<b>26</b>
Total Salary Eligibility	3	6	12	<b>21</b>	5	<b>26</b>
<b>Grand Total for Salary Eligibility</b>	<b>17</b>	<b>41</b>	<b>45</b>	<b>103</b>	<b>113</b>	<b>216</b>

**DIETs/CTE/IASE**

S. No.	Name of DIET	2017-18	2017-18	2016-17
		INTAKE	ADMITTED	
			First Year Students	Second Year Stidents
1	Raipur	100	100	95
2	Bemetara	100	100	90
3	Khairagarh	100	100	96
4	Bastar	100	99	98
5	Pendra	100	100	94
6	Dharmjaigarh	100	97	93
7	Ambikapur	100	99	96
8	Mahasamund	100	98	96
9	Nagai	100	99	97
10	Kanker	100	95	93
11	Jashpur	100	98	95
12	Janjgir champa	100	100	90
13	Korea	100	100	94

S. No.	Name of DIET	INTAKE	ADMITTED	
			First Year Students	Second Year Stidents
14	Korba	100	100	86
15	Dantewada	100	100	78
16	Kabirdham	100	100	98
17	BTI DONGARGAON	100	98	93
18	BTI BILASPUR	50	50	44
<b>Total</b>		<b>1750</b>	<b>1733</b>	<b>1626</b>
19	CTE RAIPUR	B.Ed. - 150, M.Ed.-50	B.Ed. - 145, M.Ed.-50	NA
20	IASE BILASPUR	B.Ed. - 150, M.Ed.-50	B.Ed. - 148, M.Ed.-49	B.Ed. - 145, M.Ed.-46

**Proposed Civil work for new DIETs of Chhattisgarh, 2017-18**

Sl. No	Civil Work Component in the Proposed New DIETs	DIET (DURG)	DIET (Bijapur)	DIET (Narayanpur)	Total (Rs.in Lakh)	
1.	Construction of Administrative Block	245.994	242.84	217.674	706.5080	<b>Approved in 2016-17 (Durg, Bijapur, Narayanpur)</b>
2.	Construction of Academic Block					
3.	Construction of Seminar Hall cum auditorium about 400	57.2432	-	-	57.2432	<b>Approved in 2016-17 (Durg)</b>
4.	Construction of Principal (1),	51.2176	123.22	67.69	242.1276	
	Faculty (4)					
	Grade-IV (2) Quarter					
5.	Construction of 50+50=100 seated Hostel with running water	168.4245	162.18	238.18	568.7845	
6.	Construction of Boundary wall/Road/site development	50.0025	47.96	-	97.9625	
7.	Electrification/HT line/S/C Charge, Lighting etc.	33.3207	Included in Main Building cost	57.553	90.8737	
	<b>Total</b>	<b>606.2025</b>	<b>576.20</b>	<b>581.097</b>	<b>1763.4995</b>	
	<b>Approved in TEAB 2016-17</b>	<b>303.2372</b>	<b>242.84</b>	<b>217.674</b>	<b>763.7512</b>	
	<b>Proposed for TEAB 2017-18</b>	<b>302.9653</b>	<b>333.36</b>	<b>363.423</b>	<b>999.7483</b>	

PWD Estimated has already been submitted to TEAB 2016-17



**Proposed Civil work for new BITEs of Chhattisgarh, 2017-18**

Sl. No	Civil Work Component in the Proposed New BIETs	BIET (Kusumi)	BIET (Kondagaon)	BIET (Sukuma)	BIET (Bagicha, Merged with DIET Jashpur)	BIET (Bodla, Merged with DIET Kabirdham)	BIET (Antagarh, Merged with DIET Kanker)	Total (Rs.in Lakh)	Remarks
1.	Construction of Administrative Block	217.674	217.674	217.674	217.674	217.674	217.674	1306.044	<b>Approved in 2016-17 (Kusumi, Kondagaon, Sukuma)</b>
2.	Construction of Academic Block								
3.	Construction of Seminar Hall cum auditorium about 400	-	-	-	-	-	-	-	
4.	Construction of Principal (1),	67.69	67.69	67.69	67.69	67.69	67.69	406.140	
	Faculty (4)								
	Grade-IV (2) Quarter								
5.	Construction of 50+50=100 seated Hostel with running water	238.18	238.18	238.18	238.18	238.18	238.18	1429.080	
6.	Construction of Boundary wall/Road/site development	-	-	-	-	-	-	-	
7	Electrification/HT line/S/C Charge, Lighting etc.	57.553	57.553	57.553	57.553	57.553	57.553	345.318	
	<b>Total</b>	<b>581.097</b>	<b>581.097</b>	<b>581.097</b>	<b>581.097</b>	<b>581.097</b>	<b>581.097</b>	<b>3486.582</b>	
	<b>Approved in TEAB 2016-17</b>	<b>217.674</b>	<b>217.674</b>	<b>217.674</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>653.0220</b>	
	<b>Proposed for TEAB 2017-18</b>	<b>363.423</b>	<b>363.423</b>	<b>363.423</b>	<b>581.097</b>	<b>581.097</b>	<b>581.097</b>	<b>2833.560</b>	

**PWD Estimated has already been submitted to TEAB 2016-17**

**PLANNING FORMATS**

About State (as on 1st Jan, 2017)

Name of STATE	Chhattisgarh	No. of IASEs sanctioned functional	1
No. of Revenue Districts	27	No. of state Universities:	08 State University 01 Central University 07 Private University
No. of Education Districts	28	(i) Having Department of Education	02 State University +1 Central University +2 Private University
No. of Blocks/Mandal	146	(ii) Not having Department of Education	11
No. of DIETs sanctioned/Functional	19/17	Number of Lower Primary Schools	30934
No. of DRCs sanctioned/functional	0	Number of Upper Primary Schools (including composite schools)	13420
No. of CTEs sanctioned/functional	1	Number of Secondary Schools (including composite schools)	1918
		Number of Senior Secondary Schools (including Composite schools)	2488

### STATE DASHBOARD (TABLE)

2.1 Enrolment and Teachers								
School Info.								
Education Level	Enrollment	Sanctioned Strength of Teachers	Total no. of teachers appointed	PTR	Total no. of teachers with NCTE qualification	Total no. of teachers without NCTE qualification	Teacher Vacancy	Annual Average Retiral vacancy
Primary (I-V)	1879919	109149	89698	20.96	88683	1015	19451	N.A
Upper Primary (VI-VIII)	1239926	72744	53234	23.29	42825	4208	19510	N.A
Secondary (IX-X)	722068	29076	20106	35.91	13950	6156	8970	N.A
Senior Secondary/PU C (XI-XII)	390154	21647	13685	28.51	10108	3577	7962	N.A

2.2 STATUS OF SUBJECT SPECILAIZATION OF TEACHERS IN CLASSES VI-VIII								
Total no. of Teachers	Subject specialization							
	Language	Other than Science	Science and mathematics	Art education	Health and Physical Education	Social Science	Work Education	Physical Education
53234	15343	9141	14064	N.A	N.A	14686	N.A	N.A

Source: U-DISE DATA (UDISE DATA FOR 2017-18 IS BEING FINALISED SO MINOR VARIATION IN DATA IS POSSIBLE)

<b>2.3 STATUS OF SUBJECT SPECIALIZATION OF TEACHERS AT SECONDARY AND SENIOR SECONDARY LEVEL</b>									
class	Total no. of teachers	Subject specialization							
		English	indian languages	social science	Physical Sciences	Biological Sciences	Maths	Physical education	Computer science
<b>IX-X</b>	20106	3041	4965	4327	2804	1827	2496	635	11
<b>XI-XII</b>	13685	1813	1924	1756	1724	1514	1712	85	1

**There are 24 Subjects offered in XI-XII , so the other No. of Teachers are: 3156 Totaling 13685**

Source: U-DISE DATA (UDISE DATA FOR 2017-18 IS BEING FINALISED SO MINOR VARIATION IN DATA IS POSSIBLE)

## 2.4 TEACHER EDUCATION INSTITUTIONS

Type of Teacher education institution	Government		Aided		Private		Total	
	No.of institutions	Intake capacity	No.of institutions	Intake capacity	No.of institutions	Intake capacity	No.of institutions	Intake capacity
<b>2-Year D.Ed.</b>	18	1750	1	70	45	2700	64	4520
<b>1-Year B.Ed.</b>	-	-	-	-	-	-	-	N.A
<b>2-Year B.Ed.</b>	2	300	1	100	132	13500	135	13900
<b>4-Year B.El.Ed</b>								N.A
<b>2-Year D.Ed.(Special Education)</b>	-	-	-	-	-	-	-	N.A
<b>1-Year B.Ed.(Speacial Education)</b>	-	-	-	-	-	-	-	N.A
<b>2-Year M.Ed</b>	2	100	1	50	18	900	21	1050

**PLANNING FORMATS -****3.1 About SCERT**

Name of SCERT (Address,Phone,website,etc)	SCERT, C.G. Raipur. BTI Campus Shankar Nagar Raipur. 0771-2443596, <a href="http://scert.cg.gov.in">http://scert.cg.gov.in</a>	Total Built-up Area (In Sq.mtr.)	978.33
Year of formation	2000-2001	Can more floors be added to the existing building (yes/No, How many?)	No
Overall infrastructure condition of the SCERT	Additional space is required to reorganise the structure and establishing various laboratories	Total sanctioned strength : Academic Non-Academic	74
Total Campus Area (in sq.mtr.)	68237	Filled-up posts Academic Non- Academic	55

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
1. Has the SCERT revised the teacher education curriculum of D.Ed course based on National Curriculum Framework for Teacher Education 2009?	SCERT has revised its new D.El.Ed Syllabus as per the NCTE 2014 and is under the process of revising its new , course content, school experience programme and will be implemented 2017-18. The whole programme puts more emphasis on teachers' role as learner, learning facilitator and resource generator. We have developed new B.Ed. syllabus for 2 year B.Ed. course and School, Material development, School Observation Program.	<b>INPUT / ACTIVITY Measures</b>	
2. Has the SCERT re-designed the school curriculum, textbooks and assessment processes based on the National Curriculum Framework 2005?	SCERT has prepared its new textbooks for elementary classes and prepared SCF 2007. SCERT has started to prepare new state specific curriculum framework. In Chhattisgarh 11 out of 16 DIETs have prepared DCF. This year in Ambikapur DIET Bhawanipur cluster is preparing Cluster Curriculum Framework.	1. % faculty vacancy in SCERT	9%
3. Does the SCERT have a detailed, updated district-wise database on school education in the State?	SCERT has database for elementary level but still we do not have complete data for secondary level.	2. Number of teacher educators who have undergone orientation programmes conducted by SCERT	More than 125
4. Has the SCERT established special cells/laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology?	SCERT has not yet established laboratories due to insufficient space but we have functional cells to work on these subjects. We are preparing proposal to construct new building with space to establish laboratory.	3. Number of educational administrators and head teachers trained by SCERT	Under RMSA all principals of high school and higher secondary school principals are covered and head teachers have been trained through EDUSAT centers with the help of two way communication.

<p>5. Does the SCERT hold regular meetings with</p> <p>a. SSA</p> <p>b. RMSA</p> <p>c. DIETs</p> <p>d. CTEs</p> <p>e. IASEs</p>	<p>Yes, SCERT frequently holds meeting with different functionaries working for elementary and secondary education cell wise record is maintained in Chhattisgarh DIETs, IASE, CTE are partner organisations and all training of SSA and RMSA are being conducted with the help of SCERT.</p>	<p>4. % of new books (&lt; 3 years old) in the institution library</p>	<p>Only 2%</p>
<p>6. Has the SCERT re-organized its structure based on its requirements?</p>	<p>SCERT has its own structure not according to the model structure suggested by NCERT but it is very vibrant and has sufficient space to accommodate faculty of various organizations.</p>	<p>5. Number of learning surveys conducted by SCERT and reports of these surveys</p>	<p>Competency based achievement survey for primary and upper primary students had been done in 1023-13, its report has been finalised and published this year.</p>
<p>7. Has the SCERT developed orientation programmes for educational administrators and head teachers?</p>	<p>SIEMAT is working as part of SCERT which takes care of educational administrators and head of institutions. It has conducted trainings for Head Masters by preparing State Resource Persons and training has been conducted by all DIETs. A proposal of training of 2500 Head masters through NUEPA will be done through SIEMAT in 2017-18.</p>	<p>6. Development of detailed information database on school education in the State</p>	<p>School wise and Subject wise teachers working in high and higher secondary schools is not available. Process of collecting data is in progress.</p>



8. Has the SCERT developed material for teacher educators to	SCERT had developed two year D.Ed ODL course which is being revised under NCTE 2014 guidelines	<b>OUTPUT/ OUTCOME Measures</b>	
9. Has there been recorded feedback (through assessment & user studies) on the range & quality of material developed?	Yes, this year we are going to assess complete material and its use done by ECCE centers.	1. School curriculum reflecting National Curriculum Framework 2005	Prepred SCF 2007, Approch paper on Arts Education
10. Does the SCERT conduct research studies related to education issues in the State?	No	2. Teacher Education curriculum in alignment with National Curriculum Framework for Teacher Education 2009	Prepared revised B.Ed Course and new D.El.Ed. Syllabus conforming to the spirit of NCF 2009 had been prepared and work is on progress in D.El.Ed .
11. How many studies have been done by SCERT faculty in the year number of proposals submitted/accepted/completed?	<p>A study of effectiveness of teaching in mother tongue at primary level with reference to tribal studies.</p> <p>Acritical study of effectiveness of “Chetna Vikas Mulya Shiksha” on the teachers of the experimental schools.</p> <p>Acritical study of effectiveness of “Chetna Vikas Mulya Shiksha” on D.Ed. students.</p> <p>A study of effectiveness of various activities conducted by the Anganbadi centers for the mental development of the children and suggestion for their improvement</p> <p>A study of effectiveness of ECCE material developed by SCERT for “ shishu shiksha” at Anganbadi centers.</p> <p>A study of effectiveness of Multi Grade Multi Level teaching in primary schools</p>	3. Availability of resource material for teachers and teacher educators	
12. What are the areas of research covered?	Mentioned in point 11.		

13. How many publications have been authored by SCERT faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.?	SCERT faculty contributes their experiences regularly in the journal published by MHRD and SCERT also prepares magazines for teachers and elementary students. Faculty from SCERT has presented their research paper in National and International conferences , few writes articles in newspaper and been published in various Journal. Number of Paper presented in National Conference are 12 and one in International Conference in the Year 2017-18.		
14. Are there regular faculty development programs for SCERT faculty?	Instead of faculty development SCERT engage their faculty in different faculty enrichment programmes in order to seek clarity in understanding.		
15. What percentage of faculty members at SCERT were deputed for conferences; opted for study leave and undertook exposure visits?			
16. What is the frequency of faculty meetings within the SCERT? Are there records of the same?	In SCERT all the activities are conceptualized and executed by the core group made for the purpose so all faculty members are continuously in touch with the activities took place in SCERT and record is maintained by the concerned cell		
17. What has been the most ‘talked-about’ process improvement in the year within the SCERT?	Training of teachers on CCE, Pedagogy , and motivational training .		

### 3.3 Infrastructure Proposal

Status of Non-recurring Cenrtal Assistance received:

Year	Conponent	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
2005	Civil Work	1/2	2500000	2500000	100%	
2007	Civil Work	2/2	2500000	2500000	100%	
<b>Total</b>			5000000	5000000	100%	

### 3.4 Current Staff and Plan - 2017-18

	NO. of Post sanctioned	Post Filled	Vacant posts	Posts Sanctioned in 2015-16	Posts filled-up during 2015-16
<b>Administrative</b>					
1 Director	1	1	0	0	0
2 Additional Director	1	1	0		
3 Joint Director	2	1	1	0	0
4 Joint Director (Finance)	1	1	0	0	0
4. Asstt. Director	1	1	0	0	0
<b>Academic</b>					
1. Professor	3	3	0	0	0
2. Associate Professor	0	0	0	0	0
3. Reader/Asstt.Prof.	13	13	0	0	0
4.Lecturer	9	7	2	0	0
<b>Non-Academic</b>					
1. Asst. Supdt.	1	0	1	0	0
2. Asstt. Statistical officer	1	0	1	0	0
3. Librarian	1	0	1	0	0
4. Stenographar	2	0	2	0	0
5. Accountant	3	3	0	0	0
6. Artist	1	0	1	0	0

7. Asstt. Grade II	5	5	0	0	0
8. Computer Designer	1	0	1	0	0
9. Asstt. Grade III	11	7	4	0	0
10. Steno Typist	3	0	3	0	0
11. Data Entry Operator	2	2	0	0	0
12. Chowkidar	2	2	0	0	0
13. Driver	2	2	0	0	0
14. Peon	8	6	2	0	0
Total	74	55	19	0	0

### 3.5 Function wise planning formats

#### A CAPACITY BUILDING

Function	During 2016-17			Plan for 2017-18			
Training Types	Number of teachers/teacher educators/administrators covered	Average duration of each training	Total Expenditure	No. of teachers/teacher educators/administrators expected to be covered	Average duration of each training	Estimated Expenditure	Expected outcomes
				35	5 days	5.00	Faculty of SCERT ,DIET Principals will be trained as per new guidelines of CSS.,NCTE and NCFTE. & help them to work as the JRM as recommended.
				50	3+2 =5	2.00	Trained on PINDICS. TE will be able to do proper assesment .It is one of the indicator in which states will be ranked.
				50	2	1.00	Training on PLC to DIET faculties will help to make the PLC members work in proper and direction and in systematic manner.
				50	5	5.00	Leadership Training for Teacher Educators will enhance skill and competency in Situational Leadership/ Instructional leadership and academic leadership for taking initiative in quality management of the institutes.
				20	4 days	5.00	Capacity building & refresher course of SCERT , B.Ed faculty of IASE and CTE developed by .
						18.00	

For capacity building of teacher educators help will be taken from several IIMs /IITs

<b>B CONTENT DEVELOPMENT</b>							
Function	During 2016-17			Plan for 2017-18			
Content Development Types	No. of publications/r eleases	No. of manndays spent	Total Expenditure	Planned no. of publications/re leases	No. of mandays to be spent	Estimated Expenditur e	Expected outcomes
				4,000	100days	3.00	New D.El.Ed text books
					25 days	2.00	Supportive and reference Material for B.Ed
					60 days	5.00	Teaching learning vedios , Online SCERT Annual magazine and Publication of one Research Journal etc.
				2	60	2.00	Module on Science, English , Social science & Pindics

12.00

In the process of content development SCERT, DIET, University Faculty, Ekalavya, Vidya Bhawan Society, APF, and other agencies are actively involved in material development.

<b>C</b>	<b>ON-SITE SUPPORT</b>
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Function	During 2016-17			Plan for 2017-18			
Eg.Visits to Scholls, DIETs,CTEs,IASEs BRCs/CRCs	Numbers visited	Average duration of each visit	Total Expenditure	planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
1				500	2days	5.00	Understanding children, accessing teachers need.Accessing quality in elementray education,APJ campaign etc

5.00

## RESEARCH & ACTION RESEARCH

Function	During 2016-17			Plan for 2017-18			
Research Types	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
<b>Educational Research&amp; Action Research</b>	20	SCERT Website	2.00	15	CERT Websi	5.00	Findings will help in developing strategies for training and designing future programs
				1	CERT Websi	2.00	Ranking of DIETs as suggested by JRM

7.00





**F TECHNOLOGY IN TEACHER EDUCATION**

Function	During 2016-17			Plan for 2017-18			
E.g. 1. EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teachers/teacher educators/covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objective	Estimated Expenditure	Expected outcomes
1				50	To enhance the ICT skills of teacher Educators in ICT based teaching	5.00	Teacher Educators will be teach through Smart Classroom, make use of Web portals , make ICT based teaching learning contents.
2				500	Training / Need assessmmen t through Edusat		training and discussions on relevant topics.
						5.00	

**G INNOVATIONS**

Function	During 2016-17			Plan for 2017-18			
Nature of innovation	No. of beneficiaries covered	Brief objectives	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
				All TE institutes and teachers.	To compile all the on going best pedagogy practices .	3.00	Knowledge sharing , Desimination and resource material for Resource centre.
<b>Thematic approach of teaching in 100 schools</b>			nil	4000 children	Teaching through Thematic Approach	nil	Children will learn through learner centric pedagogy.
				120	Special Training for Teachers of POTA cabin.	nil	Positive reinforceement and developing self-confidence in the children of POTA cabin. Providing Motivation and goal setting in life.
Story Telling festival in 100 schools			nil	All TE institutes and teachers	source CENT	5.00	Resource centre of SCERT
Development of primer for Dhurva language for class 1 & 2			nil				

8.00

**Function Wise Planning Formats (A-G)****61.00**

### 3.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.No.	Head of Expenditure	Approved Amount	For 2016-17					For 2017-18		
			Released		Expenditure incurred		unspent balance as on 31.03.2015	Total prosposed 2015-16	State Contribution 2015-16	Claim from GOI (2015-16)
			Central Share	State Share	Central Share	State Share				
A	NON-RECURRING									
1	Stengthening of physical infrastructure (i) Civil Works									
	(ii) Equipments							30.00	12.00	18.00
2	Establishment of Special Cells							0.00	0.00	0.00
B	RECURRING									
3	Specific projects for academic activities							20.00	8.00	12.00
4	Salary of faculty and staff							0.00	0.00	0.00
5	Capacity building programs for faculty of SCERT							10.00	4.00	6.00
6	Training programs for eucational administrators/Head Teachers,etc							0.00	0.00	0.00
7	Induction training of teacher educators							0.00	0.00	0.00
8	Resresearch and Action Research									
	Function Wise Planning (3.A-3.G for SCERT)							61.00	24.40	36.60

#### 4.1 ABOUT IASE (To be filled up separately for each IASE)

	Name of IASE (Address, Phone, website, etc)	Govt. College of Education, Bilaspur. (C.G.)	No. of teacher educators of DIETs/BITEs covered	16 DIETs & 2 BTI's
		Ph. 07752-644450		
	Year of Formation	1955	overall infrastructure condition of the IASE	Urgently needs repair and additional construction or Needs Minor Repair and general facelift
	No. of districts covered by IASE	27	Total campus Area (in sq.mtr.)	19069 Sq. Mt.
	Pre-service programmes offered B.Ed(annual capacity) M.Ed (annual capacity)	B.Ed. Preservice 75	Total Built-up Area (in sq.mtr.)	5801 Sq. Mt.
		B.Ed. Inservice 75		
		Total 150		
		M.Ed. Preservice 06		
		M.Ed. Inservice 44		
		Total 50		
	Other Programmes offered	B.Ed. (IGNOU) M.A. Education (IGNOU)	Can more floors be added to the existing building (Yes/No, How Many)	No
	I	PGDSLM (IGNOU)		
		B.Ed (Pt. S.S. Open Uni)		
		Ph.D. Education		
		Certificate course in Teaching English (EFLU)		
		Certificate course in Teaching English (EFLU)		

<b>4.2 PROCESS AND PERFORMANCE INDICATORS</b>		
	<b>Suggested Process Indicators</b>	
	<b>1.</b> Does the IASE have a detailed database on the Teacher Education Institutions & Teacher Educators in the area that it serves ?	YES
	<b>2.</b> Has the IASE conducted a training need analysis for Teacher Educators ?	YES
	<b>3.</b> Has the IASE created special courses for Teacher Educators in identified areas of need ?	YES
	<b>4.</b> Does the IASE use ICT during In-service Training Programmes	YES
	<b>5.</b> Does the IASE hold regular meetings with - SSA, RMSA, DIETS, CTE and SCERT ?	YES
	<b>6.</b> Has there been positive feed back by the student teachers on the M.Ed/B.Ed. and other pre service programmes ? Are there records of the same?	YES
	<b>7.</b> Has there been positive feed back on the In-service programmes by teacher educators ? Are there the records of the same ?	YES
	<b>8.</b> Does the IASE use the Training Management System ?	YES
	<b>9.</b> Does the IASE conduct research studies related to teacher educators in the area that it covers ?	YES
	<b>10.</b> How many research studies have been done by the IASE faculty ? No. of proposals submitted/accepted/completed	YES
	<b>11.</b> What are the areas of research covered ?	YES
	<b>12.</b> How many publications have been authored by IASE faculty ? – Conference, Seminar Presentation, Reports, New Paper, Journal, Articles, Books etc.	60
	<b>13.</b> Are there regular faculty development programmes for IASE faculty ?	YES
	<b>14.</b> How many faculty members at the IASE were deputed for conferences, went on study leave and undertook exposure visits ?	21
	<b>15.</b> What is the frequency of faculty meetings within the IASE ? are there records of the same ?	fortnightly
	<b>16.</b> What has been the most “talked about” process improvement in the year within IASE ?	Research Journal 'Shodh Pratibha' Academic Support Material & English Language Club
	<b>Suggested Performance Indicators</b>	

	<b>Input/Activity Measures</b>	
	1. % faculty vacancy in IASE	Nil
	2. Number of modules created for teacher educators	10
	3. IASE as Regional Resource Center	8 (for different levels of
	4. % of new books (<3 Years old) in the institution library	30
	<b>Out put / Out come Measures</b>	
	1. Success ratio in Pre-service examination ?	100%
	2. % of IASE students who cleared TET ?	80%
	3. No. of teachers benefitted from training programmes ?	500
	4. No. of research publications/documents released	5
	5. No. of resource material prepared for teacher educators ?	12

#### 4.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the IASE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2012-13 in the following format.

Name of IASE	Year in which central assistance received	Component	Installment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Bilaspur	1995	Infrastructure	1	20,000,00.00			
		Hostel	1	15,00,000.00			
		Quarters	1	10,00,000.00			
		Contingency	1	15,00,000.00			
		<b>Total</b>		<b>60,00,000.00</b>	60,000,00.00	100%	



#### 4.4 Current Staff and Plan - 2016-17

Post	Sanctioned		Posts filled 2016-17		Post filled 2016-17	Vacant 2016-17
	Before up gradation	After up gradation	Before up gradation	After up gradation		
	1	2 Including 1	3	4	5	6
Head	1	1	1	1	Nil	1
Professor	3	3	3	3	3	Nil
Associate professor	Nil	Nil	Nil	Nil	Nil	Nil
Reader	Nil	Nil	Nil	Nil	Nil	Nil
Asst. Professor	6	6	6	6	4	2
Lecturer	5	5	5	5	5	Nil
Asstt. Coordinator	1	1	1	1	1	Nil
Craft Teacher	7	7	7	7	5	2
Lab Assistant	2	2	2	2	Nil	2
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>18</b>	<b>6</b>
NON- ACADEMIC						
<b>1 Librarian</b>	1	1	1	1	Nil	1
<b>2. Clerical</b>	5	5	5	5	5	Nil
<b>3 Class - IV</b>	6	6	6	6	5	1
<b>4 Craft attendant</b>	2	2	2	2	Nil	2
Contingency Peon	10	10	10	10	Nil	10
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	10	<b>16</b>



**4.5 Function wise planning formats IASE Bilaspur****A PRE-SERVICE PROGRAMMES**

Name of course (B.Ed/M.Ed,etc .)	Intake apporved by NCTE	Duration of programme	Actual No. of trainees admitted in 2016- 17
<b>1 B.Ed.</b>	B.Ed. Preservice 75	2 years	150
	B.Ed. Inservice 75 Total 150		
<b>2 M.Ed.</b>	M.Ed. Preservice 06	2 year	50
	M.Ed. Inservice 44 Total 50		

### B. RESEARCH

Function	During 2016-17					During 2017-18			
	Research Title	Number of research planned as per AWP15-16	Dissemination details (How was the research used)	No. of research undertaken during 2016-17	Shortfalls if any with reasons	Expenditure Incurred till Dec. 31	Planned Numbers	Dissemination details (How would the research used)	Expected Out comes
B.Ed. 2 Year Curriculum	Dr. B. V. Ramana Rao	B.Ed. 2 Year Curriculum					<b>Mrs. Nalini Pandey</b>	Teacher Education	0.50  New B.Ed. Curriculum
Peace Education	<b>Dr. Kshama Tripathi</b>	Peace Education					<b>Dr. Kshama Tripathi</b>	Girls Education	0.50  Impact of Social Sites on the mental health of students
Teacher Educator assessment	<b>Chaya Sharma</b>	Teacher Education					<b>Chaya Sharma</b>	Primary Education Creative Learning	0.50  Primary Education Creative Learning
Assessment of Teacher	<b>Mrs. S. Usha Mani</b>	Assessment of Teacher Educators					<b>Mrs. S. Usha Mani</b>	Pedagogy of Science	0.5  Pedagogy of Science
ALM Effectiveness	<b>Dr. Rajni Yadav</b>	ALM Effectiveness					<b>Dr. Rajni Yadav</b>	Environaent Education	0.50  Environaent Education

Quality Enhancement of Primary Schools	<b>Mrs. Anjana Agrawal</b>	Quality Enhancement of Primary Schools				Dr. B. V. Ramana Rao	Collaborative Learning	0.50	Collaborative Learning
ICT Awareness	<b>Mrs. Neela Choudhary</b>	ICT Awareness				<b>Dr. U. V. Ware</b>	Yoga Education	0.50	Yoga Education
Teacher Educator assessment	Deepali Roy	Teacher Education				<b>Mrs. Anjana Agrawal</b>	Art Education	0.50	Art Education
Geography Teaching	Mrs. Ramakant Sahu	Geography Teaching				<b>Mrs. Neela Choudhary</b>	Tool Development	0.50	Tool Development
<b>Total</b>					<b>Nil</b>			<b>4.50</b>	

**C. RESOURCE CENTRE AND SUPPORT TO DIETs, CTEs, etc.**

Functions	During 2016-17					Planned for 2017-18			
Resource support types	No. of documents/publication targeted for release as per AWP 2014-15	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure Incurred upto March 2015	Planned No. of Documents/Publications releases	Planned No. of Orientation of Teacher Educators	Estimated Expenditure	Expected Out Comes
	Research Journal Publication		Journal			Research Reporting	Research Reporting	1.00	Research Capability and Documentation
	News Letter		News Letter			Research Journal & News Letter Publication		2.00	Journal News Letter and Monograph
						Profiling Success Stories of Bilaspur District		1.00	Record
						Orientation of Library Management		<b>0.60</b>	Faculty of DIET
Total						Total		<b>4.60</b>	

**D CAPACITY BUILDING OF TEACHER EDUCATORS**

Functions	During 2016-17					Planned for 2017-18			
Resource support types	No. of documents/publication targeted for release as per AWP 2015-16	No. of orientation held with teacher educators	Achievements	Shortfalls if any with reasons	Expenditure Incurred upto Dec. 15	Planned No. of participants and Programme	Average Duration of programme	Estimated Expenditure	Expected Out Comes
	Science Teaching S. Ushamani	4 days x 2	120 teacher s trained			B.Ed. Curriculum Paper wise Training for Teacher Educators Dr. B. V. Ramana Rao	20 days (Four Rounds)	3.00	Expertise in the subjects
	B.Ed. New Curriculum Orientation Dr. B. V. Ramana Rao & Dr. A. K. Poddar	2 days	150.00			Physics Training Mrs. S. Usha Mani	100 Participants 5 days	1.60	Physics Training
	Primary Education WS.					B.Ed. Curriculum Internship workshop for Teacher Educators Mrs N Pandey	4 days	0.50	Education

	ALM Training Mrs Neela Chaudhary	3 days			NCF 2005 Principal Training Mrs. Nalini Pandey	5 days	1.00	NCF 2005 Principal Training
	NCF 2005 Principals Training Mrs. Nalini Pandey	3 days			Life Skill Training Mrs. Neela Chaudhary	3 days	0.50	Life Skill Training
					Yoga Training Dr. U.V. Ware	5 days	0.50	Teacher educators self improvement
					Career Couselling Training Dr. R Yadav	3 days	0.50	school teachers skill improvement
	Mathematics Module	5 Days			Mathematics Innovative instructional training Mr. Jain	5 days	0.75	school teachers skill improvement
	Life Skills Education Mrs. Neela Chaudhary	3 days			Cooperative Learning Training Dr. R. Rao	4 days	0.50	school teachers skill improvement
Total							8.85	



**E. PROGRAMMES CONDUCTED FOR FACULTY OF IASE**

2. PROGRAMMES CONDUCTED FOR PROMOTION OF IASE									
Function s	During 2016-17					Planned for 2017-18			
Name of institution	No. of IASE faculty proposed to be covered as per AWP 2015-16	Brief nature of the program me	Achievem ents	Shortfalls if any with reasons	Expendit ure Incurred	No. of IASE faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected Out Comes
1	Nil		Nil	No Allotment	Nil	5	Aurobindo Ashram Pondichery	1.00	Improvemen t if the performance
						5	Vivekanand Ashram Kanyakumar i	1.00	Improvemen t if the performance
						Total		2.00	

## F. TECHNOLOGY IN TEACHER EDUCATION

[illegible]

**G. INNOVATIONS**

Functions	During 2016-17					Planned for 2017-18			
Nature of innovation	No. fo beneficiaries to be covered as per AWP 2015-16	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure Incurred	No. fo beneficiari es to be covered	Brief objective	Total Expenditure	Expected Out Comes
	B.Ed. Curriculum, Practicum Self Identity and Drama Mr. Shivaji Kushwaha	1,00,000.00	B.Ed. Curriculum, Practicum Self Identity and Drama				B.Ed. Curriculum, Art Education Dr. B. V. Ramana Rao	1.00	B.Ed. Curriculum, Art Education
							Primary Educational toys Ms. Chaya Sharma	0.50	Apply in classroom teaching
							Reflective Journal Writing Dr. Nishi Bhambri	0.60	Useful in Research article writing.
<b>10. Use of Drama and Theatre as pedagogical Intervention</b>						30	10	2.00	
Total		1,00,000.00						4.10	

## H MATERIAL DEVELOPMENT

[illegible]

**I ON-SITE SUPPORT TO TEACHER EDUCATORS**

Function	During 2016-17					Plan for 2017-18			
E.g. Visits to DIETs & schools	Number of visits proposed as per AWP 2015-16	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure Incurred Dec. 15	Planned Number of visits	Average duration of each visit	Total Expenditure	Expected Out Comes
1	15	2 days		Faculty and Infrastructure improvement	Nil	15	2 days	1.50	Faculty and Infrastructure improvement

Total

1.5

**J. PRE-SERVICE PROGRAMME**

Name of Course (B.Ed./M.Ed., etc.)	Intake approved byNCTE	Duration of Ptogramme	Actual number of trainees admitted in 2016-17
1. B.Ed.	150	Two year	148
2. M.Ed.	50	Two year	46
3			

#### 4.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.No.	Head of Expenditure	Central assistance in 2015-16	Expenditure incurred		Unspent Balance as on 31.01.16	Total Amount Proposed	State Contribution 2016-17	Claim from GC. 2017-18
			Central Share	State Share				
<b>A</b>	<b>EXISTING IASEs</b>							
<b>1</b>	Strengthening of physical infrastructure (i) civil							
	(ii) Equipments					20.00	8	12
<b>2</b>	Programmes and activities	25	15	10		30.05	12	18
<b>3</b>	Proposed salary of Faculty					203.6442	81	122
<b>4</b>	Contingency					15	6	9
<b>5</b>	Building and Hostel Maintenance					10.00	4	6
Total						278.69	111	167
<b>B</b>	<b>NEW IASEs (proposed for XII Plan)</b>							
<b>4</b>	Strengthening of physical infrastructure (i) civil							
	(ii) Equipments							

5	Salary of faculty and staff sanctioned and filled up after up-gradation							
6	Programmes and activities							
7	Contingency grant							
	<b>TOTAL</b>							
		(IASE has no operational vehicle.)						



**PART-II: ESTIMATED EXPENDITURE ON SALARIES: CTEs**

IASSE

(Fig. Rs. In lakh)

[illegible]

## List of Equipments to be Procured

**IASE BILASPUR**

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

### 5.1 ABOUT CTE (Separately for each CTE)

<b>Name of CTE (Address,Phone,website ,etc)</b>	College of Teacher Education Raipur(C.G.) ctechhattigarh@gmail.com (Phone&Fax No)0771-2443796	Email:-	<b>No. of Secondary/senior secondary teachers in Govt.Schools covered</b>	<b>24416</b>
<b>Year of formation</b>	1956		<b>Overall infrastructure condition of the CTE</b>	Urgently needs repair and additional construction
<b>Number of districts covered by the CTE</b>	27		<b>Total Campus Area (in sq.mtr.)</b>	32010 sq m
<b>Pre-service programmes offered B.Ed/M.Ed. (Annual Capacity)</b>	75 B.Ed. 04M.Ed		<b>Total Built-up area (in sq.mtr.)</b>	9702.72 sq m
<b>In _service</b>	75 B.Ed. 46 M.Ed			
<b>Other programmes offered</b>	1. Base Line Survey Modules development 3. Monitoring 4. Zone level ScienceSeminar and Exhibition 5. Dissertation & Action Research 6. Pt. Sundar Lal Sharma Open University 1st Year 50 Student 2nd Year 50 Students	2.	<b>Can more floors be added to the existing building (Yes/No,How many?)</b>	New construction is required and has been sanctioned by State Govt.

## 5.2 Process and performance Indicators

SN	Suggested process Indicators	Response	SN	Suggested performance Indicators Input/Activity Measures	Response
1	Dose the CTE have a detailed database on the secondary schools and secondary school teachers in the district that it serves?	No ,CTEs dosent have its database . CTE receives reliable data from <b>DISE &amp; SEMIS *</b>	1	% of faculty vacancy in CTEs	2 posts of UDT are vacant
2	Has the CTE done a training need analysis for secondary school teachers ?	Yes,CTE holds need analysis before training schedule	2	Number of school teachers prepared by CTEs	B.Ed. And M.Ed. Courses made available for 75 +44 departmental school teachers per year and 75+6 freshers prepared per year
3	Has the CTE developed modules for secondary school teachers ?	Yes CTE has developed modules for secondary school	3	Number of in service programme conducted through CTEs	30 in svrice programmes conducted
4	Does the CTE use ICT during in service training programmers?	Yes,CTE uses all the digital gadgets for in service training programmers.	4	Availability of technology enabled infrastructure ( functioning computers internet connection email_ id and multi media facilities )	25 computers with internet connection
5	Does the CTE hold regular meetings with	CTE holds regular meetings with DIETS	5	% of new books (<3 years old) in the institution library	2.34%
a	SSA	CTE has the co-ordination with SSA, RMSA, IASE& SCERT& meets with each other from time to time	Output/Outcome Measure		
b	RMSA		1	Success ratio in pre-service examination	100%
c	DIETs		2	% of CTE students who cleared TET	Data not available
d	IASEs		3	No. of teachers benefitted from training programmers	900 teachers benifitted
e	SCERT		4	No of research publications/ documents released	Seventeen

SN	Suggested process Indicators	Response	SN	Suggested performance Indicators	Response
				Input/Activity Measures	
6	Has there been positive feedback on the B.Ed. Programme by student teachers? Are there records of the same?	Yes , Written feedback from B.Ed. Students M.Ed. Students is collected which is in record.	5	No. of resource materials prepared for teachers	7 modules developed for teachers
7	Has there been positive feedback on the in service programmes by secondary school teachers? Are there records of the same?	Yes, there are also records of the same.			
8	Does the CTE use a training Management System ?	Yes, the whole academic session is based on a training management system			
9	Does the CTE conduct research studies related to secondary education issues in the district that it covers?	Yes,CTE conducts research studies in the form of Dissertation . Faculty members also conduct research.on various issues.			
10	How many studies have been completed by CTE faculty number of proposals submitted/ completed?	Four Studies have been completed by CTE faculty			
11	What are the areas of research covered ?	Educational Technology Educational Psychology			
12	How many publications have been authored by CTE faculty conference/seminar presentations reports, newspaper/journal articles, books etc.?	Three			
13	Are there regular faculty development programs for CTE faculty ?	Yes, it is conducted			
14	How many faculty members at CTE were deputed for conferences, went on study leave and undertook exposure visits ?	Three			

SN	Suggested process Indicators	Response	SN	Suggested performance Indicators	Response
				Input/Activity Measures	
15	What is the frequency of faculty meeting within the CTE ? Are there records of the same ?	Yes weekly,minutes are recorded.			
16	What has been the most "talked- about process improvement in the year within the CTE	1. NAAC grade B++ (2.83) 2. Sajha Pahal			
		2 Action Reseach conducted by faculty and M.Ed. Trainees			

### 5.3 INFRASTRUCTURE PROPOSAL

#### Status of Non-recurring Central Assistance received:

The State Government shall assess the infrastructure requirements of each of the CTE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

Name of CTE	Year in which central assistance received	Component	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
College of Teacher Education Raipur(C.G.)	NIL						
TOTAL							

<b>5.4 Current Staff and Plan- 2017-18</b>								
Post	Sanctioned		Posts Filled		Vacant		percentage of	
	Before up gradati on	After up gradation	Before up gradati on	After up gradati on	Before up gradati on	After up gradation	Before up gradati on	After up gradation
	1)	2) including (1)	-3	4) includi ng (3)	5)	6) including (5)	7)	(8) including (7)
<b>Head</b>		1		1		Nil		
<b>Professor</b>		3		3		Nil		
<b>Associate professor</b>		-		-		Nil		
<b>Reader</b>		-		-		Nil		
<b>Asst. Professor</b>		6		6		Nil		
<b>Lecturer</b>		5		5		Nil		
<b>co-ordinator</b>		1		1		Nil		
<b>UDT</b>		7		5		2		
<b>Asstt Science Teacher</b>		2		1		1		
		1		vacant		1		
<b>NON-ACADEMIC</b>		1		1		Nil		
<b>Librarian</b>		1		vacant		1		
<b>Accountant</b>		1		1		0		
<b>head clerk</b>		1		1		0		
<b>Asstt. Grade III</b>		3		1		2		
<b>peon</b>		2		2		0		
<b>TOTAL</b>		<b>35</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>

Academic Post: 25 Vacant Post: 03



### 5.5 Function wise planning formats

<b>A PRE-SERVICE PROGRAMMES</b>						
Name of course (B.Ed/M.Ed,etc.)	Intake approved by NCTE	Duration of programme	Actual no. of trainees targeted for admission in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Actual no. of trainees targetted for admission in 2017-18
<b>1.B.ED</b>	200	2 year	150	142	Left B.Ed. Course because of employment	150
<b>2.M.ED</b>	50	2 year	50	50	Nil	50

**B. RESEARCH AND ACTION RESEARCH**
**(Fig. Rs. In lakh)**

Function	During 2016-17					During 2017-18			
Research Title	Number of research planned as per AWP 2016-17	Dissemination details (How was the research used)	No. of research undertaken during 2016-17	Shortfalls if any with reasons	Expenditure Incurred	Planned Numbers	Dissemination details (How would the research used)	Estimated Expenditure	Expected Out comes
1 Action Research	50	HS/HSS school teachers	42		1.3	50	In Secondary and senior secondary school	1.5	To inspire reflective teachers to sort out the problems of grass root level in schools
2. Orientation workshop on Research Methodology for M.Ed. Student Teachers and faculty members	75	Faculty and M.Ed. Student teachers (To be held on 3rd week of feb.)			1	50	Major out come of the studies will be compiled and made available for TTIs	0.5	To understand the Research Methodology and used during dissertation work

2.3

2

**C. RESOURCE CENTRE AND DOCUMENTATION**

(Fig. Rs. In lakh)

Functions	During 2016-17					Planned for 2017-18			
	No. of documents/publication targeted for release as per AWP 2016-17	No. of orientation held with teacher educators	Achievements	Shortfalls if any with reasons	Expenditure Incurred	Planned No. of Documents/Publications releases	Planned No. of Orientation of Teacher Educators	Estimated Expenditure	Expected Out Comes
Resource support types									
<b>1 Development of library</b>					1.00		1	1.00	To update the library with latest editions, reference book, journals & periodicals
2. Cell wise documentation of activities and programmes	11	Weekly discussion	A write up on activities emerged		0			0	A permanent record on how the cells work
3. Publication of yearly magazine	100		Published magazine		0.216	700		1.5	A magazine on participation of every cell for the visit of NAAC team
4. Monthly News letter by student teachers					0	700*6		0	Student teachers will edit and publish the magazine
5. Dissemination of Seminar Report					0	100		0.5	Confusion regarding delivery of the syllabus may be addressed
6. Hand book on Life Skills (12 soft skills)		130 participants	Hand Book developed		1.3	700 copies		0.35	Help studentss in acquiring soft skills
7. Guidelines for establishment of Guidance and Counselling cell in school		11+45 participants	Module developed		0.85			0	In 50 schools Guidance and counselling cell will become functional
8. Module development on Library guidelines		35 participants	Module developed		0.265	500		0.125	May help school teachers to run the library with proper approach

3.63

3.475

**D CAPACITY BUILDING OF TEACHERS**
**(Fig. Rs. In lakh)**

<b>Functions</b>	<b>During 2016-17</b>					<b>Planned for 2017-18</b>			
Nature of programme	No. of participants proposed as per AWP 2016-17	Average duration of programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred	Planned No. of participants	Average Duration of programme	Estimated Expenditure	Expected Out Comes
<b>1 Massive Online Open Courses for Higher Secondary teachers</b>					0.00	300	3 days	3.00	Teachers will get acquainted with various online courses
<b>2.Workshop on guidance &amp; Couselling</b>						200	Four training session of 4 days each	2.40	To enable the teachers to render assistance to pupils in their educational, vocational, personal development and adjustment.
<b>3. Orientation of CACs on monitoring of PS/UPS</b>						50	5 days	0.75	Eto enable CAC to monitor PS and UPS
<b>4. Developing listening, reading and speaking skill with the help of language lab</b>					0.00	40 (20 from DIET and 20 from H.S.S)	6 days	0.72	To make teachers confident and deliverable in english classes
<b>5. Orientation on blue print and preparation of model questions for class IX/X</b>	100	1 day	650	Due to limitation of time only one district covered	3.25	300 teachers, teaching in class X	3 day	2.70	

6. Orientation of class IX Science teachers on activities proposed in text book					0.00	50 HSS teachers	6 days + 2 days	1.20	
7.Orientation of commerce teachers teaching in higher secondary classes					0.00	100 HSS teachers	5 days	1.50	
8 Orientation of HS/HSSC Primary School teachers on Sajha Pahal	333	5 days	Oriented on School improvement plan		2.75	100 HSS teachers/ principals	5 days	1.50	
9. Orientation on effective handling of library	30	3 Days	23 teachers oriented		0.0966	100	3 days	0.90	
10. Use of Drama and Theatre as pedagogical Intervention						30	10	2.00	

6.10

16.67

**E. PROGRAMMES CONDUCTED FOR FACULTY OF CTE**

(Fig. Rs. In lakh)

During 2016-17						Planned for 2017-18			
Functions	No. of CTE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred	No. of CTE faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected Out Comes
<b>1. Capacity development of CTE faculty in new syllabus</b>						22	5 day programme in 3 phases will be held for faculty	1.00	FACULTY MEMBERS WILL GET ACQUAINTED WITH NEW SYLLABUS AND CONTENT
<b>2.Exposure visit</b>	Nil					10	For 5 Days	1.50	National or Intrnl.To understand the cognitive environment of different states
<b>3.Seminar on new B.Ed./M.Ed course</b>	25 CTE/IASE Faculty+ 100 Teacher Educators from private colleges	B.Ed. And M.Ed syllabus shall be seen on the light of NCFTE	To be held on 11th and 12 th february		4.00			2.50	

4.00

5.00

**F. TECHNOLOGY IN TEACHER EDUCATION**

(Fig. Rs. In lakh)

During 2016-17						Planned for 2017-18			
Functions									
E.g. 1. EDUSAT based training 2. Teacher education MIS 3. Computer literacy programs	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred	Planned Number of teachers/ teacher Educators covered	Brief objectives	Estimated Expenditure	Expected Out Comes
1. Two class rooms developed	22	Enabling teacher educators to use smart boards effectively	9 Teacher Educators are using smart board	13 teacher educators are to get proper training		22	Enabling teacher educators to use smart boards effectively		All teacher educators are expected to use smart board effectively
ICT training for HS/HSS teacher						100	Enabling teacher to incorporate ICT in Teaching Learning Process	1.5	Teachers will be able to use ICT in teaching learning process
2. ICT						150	Through this training teacher educators will become computer Literate	1.5	There is a need for change in the way the teachers teach. ICT is an important tool for teacher's empowerment. ( to be creating, to innovate) Hence ICT training is proposed for B-Ed and M- Ed students

<b>G. INNOVATIONS</b>									(Fig. Rs. In lakh)
<b>Functions</b>	<b>During 2016-17</b>					<b>Planned for 2017-18</b>			
Nature of innovation	No. fo beneficiaries to proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure Incurred	No. fo beneficiaries to be covered	Brief objective	Total Expenditure	Expected Out Comes
1. TLM workshop	100	To provide the teachers with knowledge regarding usage of TLM	teachers were equipped with knowledge regarding usage of TLM		0.00			0.00	
2. Art and Skill Development Camp for Student-teachers	400	To acquaint the student- teachers with local and traditional culture of the state	Enabling teachers to integrate art and craft in pedagogical issues		2	400	To understand the importance of theatre, drama, etc. in creating effective environment in class room	2.00	Help in professional development of teachers
3. Orientation on Gender Equity	30	Teachers were sensitized on gender equity	23 teachers oriented		0.25	100		0.25	
4. Consultancy for Private schools	20	helping private schools in designing school improvement plan	19 schools participated		Consultancy fee is charged from schools	25		Nil	Helping schools in developing multidimentional schooldevelopment plan
					2.25			2.25	



**H MATERIAL DEVELOPMENT**

(Fig. Rs. In lakh)

Functions		During 2016-17				Planned for 2017-18			
Type	No. of publications/ releases as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure Incurred	No. of proposed publications/releases	Target Group	Total Expenditure	Expected Out Comes
1 Model questions for B.Ed and M.Ed. Courses	400				0	400	B.Ed. And M.Ed. Student teachers	0	To make acquainted with examination pattern
2. Sajha Pahal (School Development Programme)	5000	HS/HSS teachers and principals	Successfully Tried out with 88 schools and 500 teachers		0.99				
3. Sathi (Hand book on Academic Monitoring for CACs)	3000	CACs	Successfully Tried out with 139 CACs		0.45				
4. Aatma Bodh (Hand book on Gender sensitivity)	2000	HS/HSS teachers and principals	Tried out with 89 teachers		0.4				

**I ON-SITE SUPPORT TO TEACHER EDUCATORS**

(Fig. Rs. In lakh)

<b>Function</b>	<b>During 2016-17</b>					<b>Plan for 2017-18</b>			
<b>E.g.</b> Visits to DIETs,	Number of visits proposed as per AWP 2016-17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure Incurred	Planned Number of visits	Average duration of each visit	Total Expenditure	Expected Out Comes
<b>1 visit to schools</b>	2	2 Days	teachers of Secondary & Sr.sec. Schools were assisted		0.5	2	2 Days	0.50	Assist the teachers of Secondary & Sr.sec. Schools

0.5

0.50

**J. PRE-SERVICE PROGRAMME**

Name of Course (B.Ed./M.Ed., etc.)	Intake approved byNCTE	Duration of Ptogramme	Actual number of trainees admitted in 2016-17
1. B.Ed.	150	Two year	144
2. M.Ed.	50	Two year	48
3			

## 5.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

Amount Rs. in Lakhs

S.No.	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.17	Total Amount Proposed 2017-18	State Contribution 2017-18	Claim from GOI 2017-18
			Central Share	State Share				
<b>A</b>	<b>EXISTING CTEs</b>							
<b>1</b>	Strengthening of physical infrastructure					Already Appraised		
	(i) civil Works							
	(ii) Equipments					20.00	8	12
<b>2</b>	Programmes and activities	15.48	1.50			<b>29.770</b>	12	18
	Salary of faculty and staff sanctioned and filled up after up-gradation						0	0
<b>3</b>	Contingency	5.62	0			15.00	6	9
	<b>Total</b>					64.77	26	39

(CTE has no operational vehicle.)

<b>5.6 BUDGET AND FINANCE</b>							
S.No.	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred	Unspent balance as on 31.03.2017	Total proposed 2017-18 (amount in lacs)	State Contribution 2017-18 (amount in lacs)	Claim from GOI (2017-18) (amount in lacs)
<b>A</b>	<b>EXISTING CTEs</b>						
<b>1</b>	Strengthening of physical infrastructure (i) Civil woks*						
	(ii) Equipments*				20.00	8.000	12.000
	(iii) Maintenance of Hoste and Building				10.00	4.000	6.000
	Furniture						
	AC						
<b>Sub Total_1</b>					<b>30.00</b>	<b>12.00</b>	<b>18.00</b>
<b>2</b>	Programmes and activities				<b>0.000</b>	<b>0.0000</b>	<b>0.0000</b>
<b>a</b>	Action Research		1.3		1.500	<b>0.6000</b>	<b>0.9000</b>
<b>b</b>	Orientation Workshop on Research Methdology		1		0.500	<b>0.2000</b>	<b>0.3000</b>
<b>c</b>	Library Development		1		1.000	<b>0.4000</b>	<b>0.6000</b>
<b>d</b>	Magazine		0.216		1.500	<b>0.6000</b>	<b>0.9000</b>
<b>e</b>	Dissemination of Seminar Report		0		0.500	<b>0.2000</b>	<b>0.3000</b>
<b>f</b>	Development of Hand book on Life Skill		1.3		0.350	<b>0.1400</b>	<b>0.2100</b>
<b>g</b>	Module development on Guidance& counselling		0.850		0.000	<b>0.0000</b>	<b>0.0000</b>

<b>h</b>	Module development and dissemination on library guidelines		0.265		0.125	<b>0.0500</b>	<b>0.0750</b>
<b>i</b>	Workshop on MOOC		0		3.000	<b>1.2000</b>	<b>1.8000</b>
<b>j</b>	Workshop on guidance and counselling		0		2.400	<b>0.9600</b>	<b>1.4400</b>
<b>k</b>	Orientation of CACs on monitoring		0		0.750	<b>0.3000</b>	<b>0.4500</b>
<b>l</b>	Developing listening reading and speaking skill		0		0.720	<b>0.2880</b>	<b>0.4320</b>
<b>m</b>	Orientation on Blue print and preparation of model question papers		3.25		2.700	<b>1.0800</b>	<b>1.6200</b>
<b>n</b>	Orientation of Science teachers on Text book activities				1.200	<b>0.4800</b>	<b>0.7200</b>
<b>o</b>	Orientation of Commerce teachers		0		1.500	<b>0.6000</b>	<b>0.9000</b>
<b>p</b>	Orientation on Sajha Pahal		2.75		1.500	<b>0.6000</b>	<b>0.9000</b>
<b>q</b>	Orientation on effective use of library		0.0966		0.900	<b>0.3600</b>	<b>0.5400</b>
<b>r</b>	Use of Drama and Theatre as pedagogical Intervention				2.000	<b>0.8000</b>	<b>1.2000</b>

s	Capacity development of CTE Faculty on new syllabus				1.000	0.4000	0.6000
t	Exposure visit		0		1.500	0.6000	0.9000
u	Seminar		4		2.500	1.0000	1.5000
v	ICT support		0		1.500	0.6000	0.9000
w	ICT training for HS/HSS teacher				1.500	0.6000	0.9000
x	Art & craft camp		2.00		2.000	0.8000	1.2000
y	Orientation on gender equity		0.25		0.250	0.1000	0.1500
z	Publication of Sajha Pahal' Saathi and Aatmabodh		1.84		0.000	0.0000	0.0000
a1	On_ site support		0.500		0.500	0.2000	0.3000
<b>Sub Total (2)</b>		<b>0</b>	<b>20.6176</b>	<b>-20.62</b>	<b>32.895</b>	<b>13.1580</b>	<b>19.7370</b>
<b>3</b>	Salary of faculty and staff sanctioned and filled up after upgradation				<b>203.6442</b>	<b>81.4577</b>	<b>122.1865</b>
<b>4</b>	<b>Contingency</b>				<b>15.000</b>	<b>6.0000</b>	<b>9.0000</b>
<b>Grand Total</b>					<b>281.5392</b>	<b>112.6157</b>	<b>168.9235</b>

## PART-II: ESTIMATED EXPENDITURE ON SALARIES: CTEs IASE

IASB

[illegible]



## 6.1 ABOUT DIETs

<b>Name of DIET</b>	District Institute of Education Training Ambikapur	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	<b>Not Applicable</b>
<b>No. of districts created between April 2002 and March 2011</b>	Three Districts 1. Surguja, 2.Balrampur,3 .Koria	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	Upgraded in 1989	<b>Status of PAC</b>	Formed under the guideline of 2012-13
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	ERC/%-6 from order 2000/1087/722006/212028	<b>No. of DRCs sanctioned in your District, attach list</b>	Not Opened
<b>Annual Intake capacity in DIETs</b>	D.Ed.1st year 100 2nd year 100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	List attached
<b>Actual no. of trainees admitted in 2016-17</b>	D.Ed.1st year 99 2nd year 96		
<b>Address of DIET functional website</b>	Email-dietambika@gmail.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	List attached
<b>Name, phone and E-mail of Website In-charge</b>	07774-230799/07774-231230 P.P. Sing (LDC)	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	DEO Balrampur I.P.Gupta DEO Surajpur Rajesh Singh DEO Surguja Sanjay Gupta	9826462153 9826171799 9425257232	

## 6.2 PROCESS and Perormmace Indicators

Suggested Process Indicators	Suggested Perfomance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluste Resource Centers in the district that it serves ? <b>Yes</b></p> <p>2. Has the DIET conducted a training need analysis for teachers? <b>Yes</b></p> <p>3. Does the DIET hold regular meetings with</p> <p>a. SSA <b>Yes</b></p> <p>b. RMSA <b>N-A</b></p> <p>c. IASE <b>Yes</b></p> <p>d. CTE <b>N-A</b></p> <p>e. SCERT <b>Yes</b></p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? <b>Yes</b></p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? <b>Yes</b></p> <p>6. Does the DTET use a Traning Management System ? <b>Yes</b></p> <p>7. Does the DIET conduct research studies related to teacher educators in the erea that it covers ? <b>No</b></p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). <b>NII</b></p> <p>2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) <b>12 visits quarter by each academic</b></p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) - functioning computers, internet connection</p> <p>4. Average duration of Principalship in the last 5 years. <b>One</b></p> <p>5. % of faculty positions filled - <b>42% academic ,68% Non academic</b></p> <p>6. % of new books ( &lt; 3 years old ) in the institution library. <b>52%</b></p>
<p>8. What are the areas of research covered? <b>NO</b></p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / articles, book etc.? <b>03</b></p> <p>10. Are there regular faculty development programs for DIET faculty ? <b>Yes</b></p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETS. <b>Ded Trained 100 teachers are added to systam Thourh DIET</b></p> <p>2. % of DIET students who cleared the TET. <b>60%</b></p>

<p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? <b>01 on syudy leave</b></p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? <b>Faculty meeting every week</b></p> <p>13. What has been the most talked-about process improvement in the year within the DIET ? <b>How to improve quality of PS/MS</b></p>	<p>3. No. of modules for training of teachers, etc prepared DIET faculty - <b>8 modules for 8 programme</b></p> <p>4. No. of action research undertaken by the DIET faculty. <b>32</b></p> <p>5. No. of resource material developed by DIET faculty for school teachers. - <b>Math Resource material ,one</b></p> <p>6. No. of faculty of DIETs who underwent capacity development and training progams . - <b>6 Faculties of DIET under went training in SCERT</b></p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17. <b>Yes</b></p>
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### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Ambikapur							
<b>Total</b>				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	One Year	99	-	One seat vacant	-
2. D.Ed 2st year	100	One Year	96	-	96 Trainees passed 1st year	

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Research Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the Research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
1Action Research	50	Used in Planning of Teachers Training	32	Only 32 Teachers submitted action Research Propozal	Under Process	50	Finding of Research will be used to make plan forImprovement quality of schools	100,000	Teachers will Improve quality of schools and students
2Research	2	1	Under process			2	Research will be used to make plan forImprovement quality of schools	50000	quality of schools will Improve
3Case study	96				4000	50		8000	Teachers will identify the problems of school and solve tham
Total					4000			158,000	

## C RESOURCE CENTRE AND DOCUMENTATION

[illegible]



**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
1.Work shop on preparing TLM by using Local available materials for Teaching Scince in UPS						45	5 days	54700	TLM will prepare from local available materials
2.Work shop for collecting words, Stories etc. of Pahari Korba & pando special tribe dialect	45	5	23	Not Attended		45	5 days	50900	Tribe Dialact Dictionarnoy will prepare
3.Yoga Training of P/S Teachers Training						150	6 +6+6=18 days	170150	Teachers will the Tairend on yoga
4.EnlishTraining M/S Teachers						150	5+5+5=15 days	166550	Teachers will be able to teach effectively
5 . Training of P/S Teachers of C & D Grade evaluated under APJ Abdul kalam Shisha Abhiyan	150	5	114			150	5+5+5=15 days	170150	Quality of school will improve
6 . Maths Training of M/S Teachers						150	5+5+5=15 days	170150	Teachers will teach Maths efficiently
7. Training of M/S HM on Leder ship development						150	6 +6+6=18 days	195890	HM know their duty responcibilty and role in school development

Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
8.Art Training of P/S Teachers	50	5	18			100	5+5=10 days	110000	Teachers will know the skill of various Arts5
9.ALM Training cum work shop of upper primary school Teachers	50	5	40			75	5 days	86025	Teachers will know the technique of ALM
10 . YogaTraining Upper Primary School Teschers						150	6 +6+6=18 days	166550	Teachers will be trained in Yoga
11 . Training cum work shop on CCE for Upper primary school Teachers						150	5+5+5=15 days	166750	Teachers be under stand formative and summative evaluation
12 . To Improve Quality of the schools selected by Acadamic Staff of DIET						200 School	50 days	281000	Quality of selected schools will develop
13 . TET Coaching for teachers						200	10 days	81000	Pupils Teachers will be selected in TET
14 . Work shop on Preparing Question Bank of all subject for class 5 and 8						45	5 days	53875	1.Question Bank will pepare 2. Skill of preparing blue print and .Question will
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.
<b>Total -</b>								<b>2123690</b>	

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

**G INNOVATIONS**

Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
<b>1 Teaching Social science &amp; English in upper primary schools by story &amp; Role play method</b>						45	To Enable Teachers of Upper Primary schools to teach social science by story method & English by role play	50000	Teachers will teach social science & English in Interesting way
<b>2</b>									
<b>3</b>									
	Total -							50000	

[illegible][illegible]

## I ON-SITE SUPPORT TO TEACHERS

[illegible]

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>Ambikapur</b>	<b>100</b>	<b>Two years</b>	<b>99</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				



**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contributi on 2017- 18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
A	EXISTING DIETs/DRCs									
1	Strengthening of physical infrastructure (i) Civil Works									
	(ii)Equipments							20.00	8.00	12.00
2	programmes and activities	2,000,000	2,000,000		is to be incurrad			30.73	12.292	18.438
3	Salary of faculty and staff sanctioned and filled up after up-gradation	14,688,471	14,688,471		135.77			165.00	66.00	99.00
4	Faculty Development							2.00	0.80	1.20
5	Contingency							15.00	6.00	9.00
B	TECHNOLOGY IN TEACHER EDUCATION									
12	Hardware support							2.00	0.80	1.20
13	Purchase of hub/switch									
14	One-time orientation/training of teacher educators							0.40	0.16	0.24
15	Additional support/maintenance							1.00	0.40	0.60
	Total -							236.13	94.452	141.678

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	District Institute of Education & Training, Bastar	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	
<b>No. of districts created between April 2002 and March 2011</b>		<b>Has DIET submitted Annual Action Plan for 2016-17</b>	yes
<b>Whether DIET is</b>	upgraded	<b>Status of PAC</b>	constituted yearly as per the rule & functional
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>		<b>No. of DRCs sanctioned in your District, attach list</b>	
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	
<b>Actual no. of trainees admitted in 2016-17</b>	99		
<b>Address of DIET functional website</b>	dietbastar.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	
<b>Name, phone and E-mail of Website In-charge</b>		<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>			

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers & Cluster Resource Centers in the district that it serves ?	At present DIET does not have a detailed data base of its own on schools and teachers . The data available with SSA and SE department is being used.	<b>INPUT / ACTIVITY Measures</b>  1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).  2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )  3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)  4. Average duration of Principalship in the last 5 years.  5. % of faculty positions filled  6. % of new books ( < 3 years old ) in the institution library.	
2. Has the DIET conducted a training need analysis for teachers?	no		15
3. Does the DIET hold regular meetings with a. SSA b. RMSA c. IASE d. CTE	Meetings with SSA and RMSA is done as and when required. Regular meetings are conducted by CTE and SCERT		45
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	yes		functioning computers with email id, internet connection, limited multimedia.
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	yes		3 yrs
6. Does the DIET use a Training Management System ?	No		66%
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?	No		20%

8. What are the areas of research covered?	elementary education (pedagogy, evaluation, action research etc.)	<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?	none	1. Number of qualified teachers added to the system through DIETS.	NA
10. Are there regular faculty development programs for DIET faculty ?	No	2. % of DIET students who cleared the TET.	NA
11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?	None	3. No. of modules for training of teachers, etc prepared DIET faculty -	training modules are prepared at SCERT level by the DIET faculty
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	weekly	4. No. of action research undertaken by the DIET faculty.	none
13. What has been the most talked-about process improvement in the year within the DIET ?	teacher educators are motivated to involve themselves to gain actual classroom experiences, particularly in elementary classes; formation of PLC and its functional aspect	5. No. of resource material developed by DIET faculty for school teachers.	none
		6. No. of faculty of DIETs who underwent capacity development and training programs .	10
		7. Has the DIET prepared the Annual Action Plan 2016-17.	yes

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Bastar							
<b>Total</b>				0	0		

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)



**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	one year	99	session not completed	2 not interested, dropout second month	
2. D.Ed 2nd year	100	one year	98	session not completed	10 discontinued; 1 B.Ed, 1 ITI, 2 in jobs, dropout after 4 months	

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
Action Research of school teachers (PS & UPS)	14	report writing in progress	school teachers testified the success they have achieved through action plan implementation ; reflection by participants	3 out of 14 were absent due to their involvement in strike		14	talked about in teachers forum and trainings; discussed in pre-service programs; uploaded in whatsapp groups etc.	100,000	participants would be enabled to understand their problems, develop skills to prepare strategy and work on it in a systematic way; develop report writing skills; assist fellow teachers in solving their problems through discusion in PLC meetings etc.
To study the impact of EDUSAT educational programmes on student learning			not done						
A study of reading habit of students at upper primary level with regard to available facilities in school libraries.			not done			20 UPS of Bastanar block	findings would be discussed in training programs and workshops pertaining to TE; issues would also be a matter of discission among the pre-service student-teachers; electronic copy would be circulated	45000	

[illegible]

C RESOURCE CENTRE AND DOCUMENTATION									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
DRU (social science)								400000	Promoting an interest in and a culture of using the DRC as a support for teaching and training, for ideas and for materials, academic help and support to resource groups working at different levels (district, block and cluster levels) in the district, Facilitating teachers in developing and using low cost, locally available educational resources
DIET magazine			not done			1000		200000	sharing of best practices; innovations and other educational activities

600000

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Orientation of aided and unaided school teachers and HMs on RtE, 2009			not done						
District level workshop on best practices in Science teaching learning at UPS level			not done						
Academic and mentoring support of the teachers-cum-superintendents of the hostel	50	5 days	in Progress			40+40=80	5+5= 10days	1.5	

[illegible]

**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DIET faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
Exposure visit to DIETs /SPO/BRCs in Gujarat	6	study of the educational institutions and discussions with stakeholders	not done						
Exposure visit to DIETs /SPO/BRCs within the state						8	study of the educational institutions and discussions with stakeholders	100000	would help observe DIET facilities, understand DIET departments, the pattern of planning and implementation in DIETs; accountability issues; motivation to innovate

Induction Training for newly deputed teacher educators in DIET						7	High school lecturers who have joined the faculty by transfer or by deputation needs to be inducted into these functions which was not a part of his/her previous job requirements. An induction programme for them would provide inputs necessary to start performing certain functions expected of	80000	would prepare these faculty members to work as per the guidelines of TE; would increase the output effectiveness of DIET
Orientation programme for capacity building of D.Ed subject teachers			not done						

180000



## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2016-17					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy pograms	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programme	Achievement s	Shortfalls if any with reasons	Expendi ture incurre d	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
IT training	10		not done			10	Training of faculty members on computers and related areas; computer video editing	150000	would help faculty members to enhance their skills
Development of web site of DIET Bastar							To showcase work and practices of DIET; develop a platform for mutual sharing; digitalize the official process (paperless work)	100000	would propagate the activities of DIET Bastar and help in understanding reponses from viewers; would help DIET to play a part in digital India

250000

<b>G INNOVATIONS</b>									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
Shala -ek-chitra anek	50	to develop cultural and artistic attitude; connect other subjects with art	not done			50 schools	to develop cultural and artistic attitude; connect other subjects with art	100000	students would be attracted toward schools; would connect culture and school
Multiple Intelligence program for teachers-Making intelligent Smart Teachers	14	to acquaint teachers with the concept and practical utility of MI, to develop classroom activities pertaining to MI for some content of their choice	in progress	3 absent due to personal reasons	44000				
Thematic approach to the (class 1,2)	25	students would learn concepts under thematic approach	in progress			40		200000	

300000

H CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
Local folk song (Halbi, Batri) story collection	200	Bastar and Bakawand blocks	not done	faculty transferred					
Development of District Profile	200	Bastar district	not done						
Cluster curriculum framework		netanar cluster	not done						
Story book development in local language to learn the standard language (Hindi)	500	Bastar district	in progress			1000	Bastar district	400000	(1) students would relate culture with classroom learning (2) Students will learn the standard language
Documentation and writting of brief history of the top ten old P/S & U/P school of the district							10 school	100000	(1) An interest in history will be developed among the students & teachers (2) students & teachers will corelate the incidents of past & present (3) students & teachers will be awared about the importance of their institutions

500000

**I ON-SITE SUPPORT TO TEACHERS**

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
50 schools (PS & UPS) mentoring	50 schools	4 hrs				50 schools	4 hrs	300000	increase the effectiveness of school, improve classroom and school management, effective CCE

300000

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>Bastar</b>	<b>100 + 100 = 200</b>	<b>1 yr + 1 yr</b>	<b>99 + 98 = 197</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

[illegible]

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were		Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13,& 16,to the extent they were filled up	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%			
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]						In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17	
				SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	87.17	
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	90.22	
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	87.11	
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	54.49	
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	78.25	
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	42.18	
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	32.03	
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	43.85	
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.41	
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	44.73	
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	98.29	
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	121.07	
13	Dantewad a	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	30.60	
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	101.40	
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	54.60	
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	37.80	
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00



## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DISTRICT INSTITUTE OF EDUCATION AND TRAINING BEMETARA	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	YES
<b>No. of districts created between April 2002 and March 2011</b>	3. BALOD ,BEMETARA, DURG	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	YES
<b>Whether DIET is</b>	Upgraded	<b>Status of PAC</b>	Existing
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	No.WRC/APP848/178/D.EL.Ed ./2013/100206/28.02.2013	<b>No. of DRCs sanctioned in your District, attach list</b>	A. ONE
<b>Annual Intake capacity in DIETs</b>	1st. YEAR-100 2nd.YEAR100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	4
<b>Actual no. of trainees admitted in 2016-17</b>	1 YEAR 94 2ND YEAR 94	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	70
<b>Name of DIET functional website</b>	<a href="https://sites.google.com/dietbemetara/55">https://sites/google/dietbemetara 55</a>		
<b>Name, phone and E-mail of Website In- charge</b>	Shri Sanjay Sharma 9424128338 dietbemetara@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	3
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	Shri Ashok Kumar Bhargav Mo.No9009134698. e.mail. Cg.deo.bemetara@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
1. Does the DIET have a detailed on the school, teachers, Block Resource Centers & Cluster Resource Centers in the district that serves ?	YES	<b>INPUT / ACTIVITY Measures</b>  1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period)- 2. Number of DIET faculty visits of schools in a quarter ( each visit to be at least 4 hours of interaction ) 3. Availability of technology enabled infrastructure ( functioning computers, internet connection email in and multi-media facilities) 4. Average duration of Principalship in the last 5 years - 5. % of faculty positions filled 6. Average age and experience of faculty - 7. % of new books ( < 3 years old ) in the institution library.	
2. Has the DIET conducted a training need analysis for teachers?	YES		50
3. Does the DIET hold regular meeting with a. ASS b. RMSA c. IASE d. CTE e. SCERT	YES		75
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	YES		yes
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	YES		4 year
6. Does the DIET use a Training Management System ?	YES		100%
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?	YES		Age-40yrs.exp.-20 year
			30%

8. What are the areas of research covered?	Class room activity	<b>OUTPUT/ OUTCOME Measures</b>  1. Number of qualified teachers added to the system through DIETs. 2. % of DIET students who cleared the TET. 3. No. of modules for training of teachers, etc prepared DIET faculty - 4. No. of action research undertaken by the DIET faculty. 5. No. of resource material developed by DIET faculty for school teachers. 6. No. of faculty of DIETs who underwent capacity development and training programs . 7. No. of DIETs which prepared the Annual Action Plan 2016-17	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentation, reports, newspaper / journal articles, book etc.	10		100
10. Are there regular faculty development programs for DIET faculty ?	yes		-
11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?	0		-
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	once in a month/yes		10
13. What has been the most talked-about process improvement in the year within the DIET ?	School Management and leadership		-
			12
			1

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
DIET BEMETARA	2016-17	0	0	0	0	0%	NOT RECEIVED
<b>Total</b>		0	0	0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 YEAR	100	100%	TC ISSUED	ON Procss
2. D.Ed 2st year	100	1 YEAR	90	90%	TC ISSUED	ON Procss

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Research Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
<b>Research</b>	1	बेमेतरा जिले के उच्च प्राथमिक शालाओ में विज्ञान विषय अध्यापन कराने वाले गैर विज्ञान स्नातक शिक्षकों कीकठिनाईयों का अध्ययन ।	कार्य प्रक्रिया पर		निरंक	1.	प्राथमिक स्तर पर शैक्षिक गुणवत्ता विकास के लिए सामुदायिक सहभागिता की वर्तमान स्थिति का अध्ययन करना ।	10000	सामुदायिक सहभागिता बढ़ेगी ।
	2					2	उच्च प्राथमिक कक्षाओं में विज्ञान विषय की समझ के लिए प्रयोग आधारित शिक्षण की प्रभावशीलता का अध्ययन करना ।	10000	विज्ञान विषय में समझ बढ़ेगी ।

	3					3	जिले के उच्च प्राथमिक शालाओं में आई.सी. टी. की उपादेयता का अध्ययन।	10000	पुस्तक की प्रभावशीलता का ज्ञान होगा।
Action reaserch	1	शिक्षक एवं पालकों के समन्वय से बच्चों की नियमित उपस्थिति सुनिश्चित करना।	कार्य प्रक्रिया पर		5000	1	उच्च प्राथमिक स्तर पर विद्यार्थियों में अभिव्यक्ति क्षमता विकास के लिए प्रयास करना।	5000	अभिव्यक्ति क्षमता का विकास होगा।
	2	कक्षा छठवीं बच्चों में आस-पास वातावरण परिवर्तन की समझ विकसित करना।	कार्य प्रक्रिया पर		5000	2	कक्षा 1 एवं 2 के विद्यार्थियों में होने वाली मात्रात्मक त्रुटियों के निराकरण हेतु नवीन प्रयोग करना।	5000	मात्रात्मक त्रुटियों में कमी आएगी।
	3	कक्षा आठवी के विद्यार्थियों में संस्कृत पठन कौशल विकसित करना।	कार्य प्रक्रिया पर		5000	3	To improve the learning habits( focus on reading improvement skill) of english language of class 7th "D" grade student "	5000	बच्चों में पठन कौशल का विकास होगा।
	4	प्राथमिक शाला के बच्चों में व्यक्तिगत स्वच्छता की आदत का विकास।	कार्य प्रक्रिया पर		5000	4	कक्षा 6 के छात्रों में लेखन कौशल में आने वाली समस्याओं का निराकरण करना।	5000	लेखन कौशल में विकास होगा।
	5	कक्षा आठवी के छात्रों में wh Template question पृथक करण की अवधारणा विकसित करना।	कार्य प्रक्रिया पर		5000	5	प्राथमिक विद्यालय स्तर पर भिन्न की समझ एवं भिन्नो की संक्रियों के कौशलों का विकास करना।	5000	संक्रियों में समझ बनेगी।
	6	कक्षा छठवी के छात्रों में पृथक करण की अवधारणा विकसित करना।	कार्य प्रक्रिया पर		5000	6	कक्षा 1 एवं 2 में मंद गति से सीखने वाले छात्रों के लिए बहु माध्यम उपागम का उपयोग कर भाषायी कौशल का विकास करना।	5000	भाषायी कौशल में वृद्धि होगी।

	7	कक्षा छठवीं के विद्यार्थियों द्वारा भाग संक्रिया में होने वाले त्रुटियों में सुधार करना।	कार्य प्रक्रिया पर		5000	7	कक्षा 6 में ज्यामिति आकृतियों की समझ में आने वाली समस्याओं का निराकरण करना।	5000	बच्चों गणित प्रति रुचि उत्पन्न होगी।
	8	शिक्षण अवधि में विद्यालय से भागने वाले छात्रों की उपस्थिति सुनिश्चित करना।	कार्य प्रक्रिया पर		5000	8	कक्षा 7 वीं के विज्ञान विषय के अंतर्गत बच्चों में जल की अवधारणा विकास के लिए प्रयोग करना।	5000	विज्ञान विषय में समझ बढ़ेगी।
	9	योग के माध्यम से बच्चों में नैतिक गुणों का विकास करना।	कार्य प्रक्रिया पर		5000	9	प्राथमिक सतर के बच्चों में पहाड़ा निर्माण की क्षमता विकास के लिए नई गतिविधियों का विकास करना।	5000	बच्चों में पहाड़ा लिखने की क्षमता का विकास होगा।
	10	कक्षा पांचवीं के विद्यार्थियों में भिन्न की समझ विकसित करन भिन्न के योग की संक्रिया की अवधारणा विकसित करना।	कार्य प्रक्रिया पर		5000	10	कक्षा 6 की विद्यार्थियों में भाग की संक्रिया में आने वाली समस्याओं का निराकरण करना।	5000	बच्चों गणित प्रति रुचि उत्पन्न होगी।
	11	विद्यालय के बच्चों में स्वच्छता संबंधी गुणों का विकास।	कार्य प्रक्रिया पर		5000				
	12	किशोर बच्चों में नशों के दुष्प्रभाव के प्रति जागरुकता लाना।	कार्य प्रक्रिया पर		5000				



	13	कक्षा छठवीं के विद्यार्थियों में गणित के ल.स. (एल.सी.एम.) एवं म.स. (एच.सी.एफ.) की समझ विकसित करना।	कार्य प्रक्रिया पर		5000				
	14	कक्षा आठवीं के बच्चों में अभिव्यक्ति कौशल का विकास करना।	कार्य प्रक्रिया पर		5000				
शैक्षिक सर्वेक्षण	1	शैक्षिक उपलब्धि का सर्वेक्षण कक्षा 4 एवं 7 के लिए	कार्य अपूर्ण		निरंक	1	शैक्षिक उपलब्धि का सर्वेक्षण कक्षा 5 एवं 8 के लिए	50000	बच्चों की उपलब्धि स्तर का ज्ञान होगा।
		कक्षा पांचवी में अध्ययनरत बच्चों की शैक्षिक उपलब्धि के संबंध में उनके पालको के संतुष्टि –स्तर का सर्वेक्षण	कार्य अपूर्ण			2	कक्षा 4 में अध्ययनरत बच्चों की शैक्षिक उपलब्धि के संबंध में उनके पालको के संतुष्टि –स्तर का सर्वेक्षण	50000	पालको की संतुष्टि स्तर का ज्ञान होगा।
							<b>TOTAL</b>	<b>180000</b>	

<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resource support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
<b>Reports</b>	documentation of reaserch and action reasearch	ON PROCESS			ON PROCESS	documentatio n of reaserch and action reasearch	13	50000	use in teacher training programme
<b>Education al Magazine</b>	one educational magazine and 3 news latters in a year	ON PROCESS			ON PROCESS	one educational magazine in a year	2000	100000	publicity of educational best performance and innovation in education
<b>District data base</b>	collection of district database and publication	0	nil		0				
<b>Achivemn et survey</b>	publication of achivement survey	ON PROCESS	nil		ON PROCESS	publication of achivement survey	2	100000	usefull in planning of educational strategies
						<b>TOTAL</b>		<b>250000</b>	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS, VEC, SMC MEMBERS, etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
विषय आधारित उन्मुखीकरण –4 उच्च प्राथमिक स्तर अंग्रेजी भाषा प्रशिक्षण	50	5DAY	31		वित्तीय प्रक्रिया पर	50	5DAY	50000	विद्यालय की गणवत्ता स्तर का विकास होगा
विषय आधारित उन्मुखीकरण –5 प्राथमिक स्तर अंग्रेजी भाषा प्रशिक्षण	50	5DAY	35		वित्तीय प्रक्रिया पर	50	5DAY	50000	विद्यालय की गणवत्ता स्तर का विकास होगा
शिक्षकों को नवीन शिक्षाशास्त्रीय अवधारणाओं पर आधारित उन्मुखीकरण	50	5DAY	कार्य प्रगति पर			50	5DAY	50000	विद्यालय की गणवत्ता स्तर का विकास होगा
शैक्षिक प्रबंधन एवं नेतृत्व क्षमता का विकास 1 प्रधानपाठकों के लिए	300	5DAY	217		वित्तीय प्रक्रिया पर	100	5DAY	50000	प्रबंधन में सुधार होने पर विद्यालय की गणवत्ता स्तर का विकास होगा
शैक्षिक प्रबंधन एवं नेतृत्व क्षमता का विकास 3 सी.ए.सी. के लिए	50	5DAY	कार्य प्रगति पर			100	5DAY	50000	सी.ए.सी. का कार्य क्षमता का विकास होगा

कक्षा 5 एवं 8 के भाषा समूह के लिए पाठ्य के अतिरिक्त पूरक पठन सामग्री एवं अभ्यास पुस्तिका का विकास	50	5DAY	कार्य प्रगति पर		50	5DAY	50000	पाठ्यक्रम के अतिरिक्त अलग से पठन एवं अभ्यास पुस्तिका का विकास होने से बच्चों में भाषायी क्षमता का विकास होगा
विषय आधारित उन्मुखीकरण संस्कृत	200	5DAY	कार्य प्रगति पर		200	5DAY	50000	अवधारणाओं की समझ का विकास एवं शिक्षण कला में सुधार
योग शिक्षा पर उन्मुखीकरण	200	5DAY	75		200	5DAY	100000	बच्चों में योग शिक्षा के समझ का विकास
ज्ञान समझ और सीखना पर प्रशिक्षण	100	5DAY	कार्य प्रगति पर		100	5DAY	50000	शिक्षण कला में सुधार हों सकेगा
भाषा की प्रकृति और अधिगम पर प्रशिक्षण	100	5DAY	कार्य प्रगति पर		100	5DAY	50000	शिक्षण कला में सुधार हों सकेगा
मूल्य मूल्यांकन की व्यावहारिक विधियां पर प्रशिक्षण	100	5 DAY	कार्य प्रगति पर		100	5 DAY	50000	मूल्यांकन प्रक्रिया में सुधार
अधिगम प्रक्रिया में बच्चों की सहभागिता	100	5 DAY	कार्य प्रगति पर		100	5 DAY	50000	बच्चों की दक्षता बढ़ेगी
गणित का रोचक शिक्षण पर प्रशिक्षण	100	5 DAY	कार्य प्रगति पर		100	5 DAY	50000	गणित शिक्षण कला में सुधार
नव पदोन्नत प्रधानपाठको का नेतृत्व प्रबंधन क्षमता में विकास पर प्रशिक्षण	100	5 DAY	कार्य प्रगति पर		100	5 DAY	50000	प्रधानपाठकों में नेतृत्व क्षमता का विकास होगा
ए.एल.एम.के अंतर्गत शिक्षण सहायक सामग्री निर्माण पर प्रशिक्षण	100	5 DAY	54		100	5 DAY	50000	टी.एल.एम. आधारित शिक्षण से बच्चों की गुणवत्ता विकास होगा

छात्र केन्द्रित शिक्षण को प्राप्ताहित करने के लिए बहु बुद्धि पर आधारित प्रशिक्षण कार्यक्रम।					200	5 DAY	50000	छात्रों की प्रतिभा में निखार आयेगी।
शिक्षा के अधिकार अधिनियम के अंतर्गत शिक्षकों का उन्मुखीकरण प्रशिक्षण।					100	3DAY	100000	शिक्षा के अधिकार अधिनियम पर जागरुकता बढ़गी।
सतत् एवं व्यापक मूल्यांकन की व्यवहारिक विधियों पर प्रशिक्षण कार्यक्रम।					100	3DAY	100000	शिक्षकों में मूल्यांकन कौशल विकसित करना।
पर्यावरण शिक्षा पर प्रशिक्षण कार्यक्रम।	100	5 DAY	प्रक्रिया पर		100	5 DAY	50000	बच्चों में विश्लेषण कौशल एवं वैज्ञानिक दृष्टि कोण का विकास होगा।
					200	5 days	200000	Science Training for Teachers.
					200	5 days	200000	Social Science Training for Teachers.
					300	5 days	300000	English Training for Teachers.
<b>योग</b>					<b>0</b>		<b>1800000</b>	

E

## PROGRAMMES CONDUCTED FOR FACULTY OF DIET

Function	During 2016-17					Plan for 2017-18			
Name of Institution DIET BEMETARA	No. of DITE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
	50	राज्य स्तरीय सेमीनार का आयोजन	माह फरवरी में प्रस्तावित		अनुमानित 75000	50	राज्य स्तरीय सेमीनार	70000	विशिष्ट शैक्षिक मुद्दों पर सामायिक एवं सामाधानमूलक चिन्तन के माध्यम से शिक्षा की गुणवत्ता स्तर के विकास में मदद
	5	अंतराज्यीय शैक्षिक भ्रमण	माह फरवरी में प्रस्तावित		75000	5	अंतराज्यीय शैक्षिक भ्रमण	80000	अन्य राज्यों में हो रहे शैक्षिक गुणवत्ता वाले कार्यक्रमों को समझ कर अपने जिले में लागू करने में मदद मिलेगी
	10	अर्त जिला शैक्षिक भ्रमण	माह फरवरी में प्रस्तावित		35000	10	अर्त जिला शैक्षिक भ्रमण	50000	अन्य जिलों में हो रह शैक्षिक गुणवत्ता युक्त विद्यालयों का अवलोकन कर अपने जिले के विद्यालयों के गुणवत्ता विकास में मदद मिलेगी
						50	कम्प्यूटर शिक्षा कार्यक्रम	50000	कम्प्यूटर की जानकारी होने से क्षमता विकास होगा
							योग	250000	

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
गुणवत्ता विकास हेतु चयनित संकुल के सभी विद्यालयों को गोद लेना	बेमेतरा एवं नवागढ़ वि.ख. के 2-2 चयनित संकुल के सभी विद्यालय	विद्यालय का शैक्षिक स्तर को एडेप्स एवं प्रशिक्षण के प्रविधियों के माध्यम से विकास करना	कार्य नहीं हो पाया	निरंक	निरंक	बेमेतरा एवं नवागढ़ वि.ख. के 2-2 चयनित संकुल के सभी विद्यालय	विद्यालय का शैक्षिक स्तर को एडेप्स एवं प्रशिक्षण के प्रविधियों के माध्यम से विकास करना	50000	कक्षा स्तर पर सीखने सिखाने की नवीनपद्धति का विकास हो सकेगा
सी.सी.ई. के फोर्टफोलियो पर आधारित पत्रिका का प्रकाशन	विद्यालयों के फोर्टफोलियो से प्राप्त अच्छे संकलनों पर आधारित पत्रिका का प्रकाशन	छात्रों के प्रतिभा को निखारने के लिए जिला स्तर पर पत्रिका का प्रकाशन हो सकेगा	कार्य नहीं हो पाया	निरंक	निरंक	नवागढ़ वि.ख. के विद्यालयों को गोद लेना (कुल 15 विद्यालय)	शैक्षिक विकास	50000	बच्चों का गुणात्मक विकास होगा
							योग	100000	



H CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/R releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/ releases	Target Group	Estimated Expenditure	Expected outcomes
शिक्षण सहायक सामग्री निर्माण कार्यशाला उच्च प्राथमिक स्तर विज्ञान एवं गणित समूह	कार्य नहीं हां पाया						शिक्षक	50000	उच्च प्राथमिक स्तर के लिए शिक्षण सामग्री का विकास हो सकेगा
शिक्षण सहायक सामग्री संदर्शिका निर्माण कार्यशाला प्राथमिक स्तर	कार्य नहीं हां पाया						शिक्षक	50000	प्राथमिक स्तर के लिए शिक्षण सामग्री का विकास हो सकेगा
उच्च प्राथमिक स्तर के लिए शिक्षण सहायक सामग्री पुस्तिका का प्रकाशन	कार्य नहीं हां पाया						विद्यार्थी	50000	सहायक शिक्षण सामग्री पुस्तिका के आधार पर उपयोग विद्यालयों में हो सकेगा
ए.एल.एम. आधारित शिक्षक प्रशिक्षण संदर्शिका का निर्माण							शिक्षक	50000	संदर्शिका के प्रयोग से बच्चों में गुणवत्ता विकास होगा
							योग	200000	

# I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achieve ments	Shortfalls if any with reasons	Expendit ure incurred	Planned number s visites	Average duration of each visit	Estimate d Expendit ure	Expected outcomes
विद्यालय अवलोकन प्राथमिक स्तर	300	माह में 1 दिन	44		प्रक्रिया पर	300	माह में 1 दिन	50000	नवीन प्रशिक्षण प्रविधियों का शिक्षण में उपयोग की जानकारी प्राप्त कर शैक्षिक गुणवत्ता का विकास किया जा सकेगा
विद्यालय अवलोकन उच्च प्राथमिक स्तर	200	माह में 1 दिन	36		प्रक्रिया पर	200	माह में 1 दिन	50000	नवीन प्रशिक्षण प्रविधियों का शिक्षण में उपयोग की जानकारी प्राप्त कर शैक्षिक गुणवत्ता का विकास किया जा सकेगा
विकासखण्ड की अकादमिक बैठकों का अवलोकन	40	माह में 1 दिन	6		प्रक्रिया पर	40	माह में 1 दिन	50000	विकासखण्ड की अकादमिक प्रगति की समीक्षा एवं ब्यूरचना निर्माण में मदद मिलेगी
संकुल स्तरीय अकादमिक बैठको का अवलोकन	100	माह में 1 दिन	6		प्रक्रिया पर	100	माह में 1 दिन	25000	संकुल स्तर की अकादमिक प्रगति की समीक्षा एवं ब्यूरचना निर्माण में मदद मिलेगी
डाइट स्तर पर मासिक अकादमिक समीक्षा बैठक का आयोजन	12	माह में 1 दिन	6		प्रक्रिया पर	12	माह में 1 दिन	25000	जिले की अकादमिक प्रगति की समीक्षा ,प्रशिक्षण कार्यक्रमों को लागू कराना एवं ब्यूरचना निर्माण में मदद मिलेगी
							योग	200000	

**J. PRE-SERVICE PROGRAMMES;DIET/DRC wise status of intake approved and actual no. of trainees admitted in 1016-17.**

<b>Sl.No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no.of trainees admitted in 2016-17</b>
<b>1</b>	DIET BEMETARA	100+100	2 YEAR	94+94
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.N o.	Head of Expenditure	Central asistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017-18)
			Central share	State Share				
A	EXISTING DIETs/DRCs							
1	Strengthening of phsical infrastructure (i) Civil Works	0	0	0	0	0		
	(ii)Equipments					20.00	8.00	12.00
2	programmes and activities		5.10			30.80	12.32	18.48
3	Salary of faculty and staff sanctioned and filled up after up- gradation		137.24			165.00	66.00	99.00
4	Faculty Development		0.00			2.00	0.80	1.20
5	Contingency		7.01			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION							
12	Hardware support							
13	Purchase of hub/switch							

14	One-time orientation/training of teacher educators							
15	Additional support/maintenance					2.00	0.80	1.20
	<b>TOTAL</b>							

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				0	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET Bijapur	<b>Has DIET submitted self-appraisal Report to NCTE for 2016-17</b>	no
<b>No. of districts created between April 2002 and March 2011</b>	2	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	no
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	Application for recognition submitted	<b>No. of DRCs sanctioned in your District, attach list</b>	Nil
<b>Annual Intake capacity in DIETs</b>	D.Ed.1st Year-50	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	Attached
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>		<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	Attached
<b>Name, phone and E-mail of Website In-charge</b>		<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	Attached
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	D.E.O.Durg Mo.9424126295 D.E.O. Balod 9406402696		



## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
Does the DIET have a detailed database on the school, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves?		<b>INPUT / ACTIVITY Measures</b> 1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) 4. Average duration of Principalship in the last 5 years. 5. % of faculty positions filled 7. % of new books ( < 3 years old ) in the institution library.	
2. Has the DIET conducted a training need analysis for teachers?			No
3. Does the DIET hold regular meetings with SSA    b. RMSA    c. IASE    d. CTE    e. SCERT    a.			NIL
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?			NIL
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?			NIL
6. Does the DTET use a Training Management System ?			NIL
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?			
8. What are the areas of research covered?		<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?		1. Number of qualified teachers added to the system through DIETS.	NIL
10. Are there regular faculty development programs for DIET faculty ?		2. % of DIET students who cleared the TET.	NIL
11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?		3. No. of modules for training of teachers, etc prepared DIET faculty -	7
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?		4. No. of action research undertaken by the DIET faculty.	2
13. What has been the most talked-about process improvement in the year within the DIET ?		5. No. of resource material developed by DIET faculty for school teachers.	
		6. No. of faculty of DIETs who underwent capacity development and training programs .	
		7. Has the DIET prepared the Annual Action Plan 2016-17.	

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
		—	—	—	—	—	
<b>Total</b>							

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2017-18 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 Year	50	Proposed	–	–
2. D.Ed 2st year	–	–	–	–	–	–

<b>B</b>	<b>RESEARCH AND ACTION RESEARCH</b>
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[illegible]

## C RESOURCE CENTRE AND DOCUMENTATION

[illegible]

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Micro Planning	150 Teachers	5 days	will be held in February		1,00,000				
Maths training for Primary teachers	40 teachers	3 days	Teachers know how to teach basic Maths		28,635	120 teachers	3 days	72,000	Competencies will be improved
Maths training for Upper Primary Teachers & Utilization of Maths lab	40 teachers	3 days	Proposed in February			150 teachers	5 Days	180,000	Teachers will clear their problems (30,000 for maths lab)
Strengthening of S.M.C	200 teachers	1 day	S.M.C.Members will take active participation in school activities.		57,610	30 HM + 30 SMC	1 day	12,000	Head masters will become aware towards community participation at school.
Workshop on Local Artefacts						30 teachers	5 days	50,000	Teachers will learn about & make art & craft materials under the guidance of local artisans
Training of H.M.for Educational Administration& Leadership	90 teachers	5 Days	H.M.will be the better leader.		84,866	60 teachers	5 Days	60,000	Head masters will improve their management abilities
Capacity building in Spoken English (Pronunciation & Use of lang. functions)						300 (Primary) teachers	5 Days	300000	competencies in Spoken English will be upgraded

[illegible]



## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

[illegible]

## H CONTENT & MATERIAL DEVELOPMENT

[illegible]

## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
<b>school Monitoring&amp; support by DIET staff</b>	300	4 HOURS	Improved classroom teaching & student interaction	follow-up not regular	80,000 appr	300	4 HOURS	300,000	On site support to students & teachers during interaction at schools
<b>Total</b>								300,000	

**TOTAL CLAIM FOR 2017-18**

**1819000**

Approved by District Programme Advisory Committee.

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S. No.	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017-18)
			Central share	State				
A	EXISTING DIETs/DRCs							
1	Strengthening of phsical infrastructure (i) Civil Works					333.36	133.344	200.016
	(ii)Equipments					20.00	8.00	12.00
2	programmes and activities	10,00,000	513328			18.19	7.28	10.91
3	Salary of faculty and staff sanctioned and filled up after up-gradation	6090000	5593138			80.00	32.00	48.00
4	Faculty Development					2.00	0.80	1.20
5	Contingency	1666000	1081885			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION							
12	Hardware support					2.00	0.80	1.20
13	Purchase of hub/switch							
14	One-time orientation/training of teacher educators							
15	Additional support/maintenance							

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as							
				B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00



## 6.1 ABOUT DIETs

<b>Name of DIET</b>	<b>DIET Dantewada</b>	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	
<b>No. of districts created between April 2002 and March 2011</b>		<b>Has DIET submitted Annual Action Plan for 2016-17</b>	yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	committee has set up
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	D.El.Ed	<b>No. of DRCs sanctioned in your District, attach list</b>	
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	7
<b>Actual no. of trainees admitted in 2016-17</b>	100		
<b>Address of DIET functional website</b>	www.dietdantewada.scertcg.in	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	108
<b>Name, phone and E-mail of Website In-charge</b>	07856252284,dietdant@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	7
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Shri Subhash Ganjir Ph no - 07856252364, deo.officedantewada@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Yes/No	Suggested Performance Indicators	Yes/No
1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers & Cluster Resource Centers in the district that it serves ?	Yes	<b>INPUT / ACTIVITY Measures</b>	
2. Has the DIET conducted a training need analysis for teachers?	Yes	1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).	50
3. Does the DIET hold regular meetings with a. SSA b. RMSA c. IASE d. CTE e. SCERT	Yes	2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )	8
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	Yes	3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)	internet, computer, Projector, Laptop
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	Yes	4. Average duration of Principalship in the last 5 years.	4
6. Does the DIET use a Training Management System ?	Yes	5. % of faculty positions filled	47
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?	Yes	6. % of new books ( < 3 years old ) in the institution library.	37
8. What are the areas of research covered?		<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?		1. Number of qualified teachers added to the system through DIETS.	
10. Are there regular faculty development programs for DIET faculty ?		2. % of DIET students who cleared the TET.	
11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?		3. No. of modules for training of teachers, etc prepared DIET faculty -	
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?		4. No. of action research undertaken by the DIET faculty.	
13. What has been the most talked-about process improvement in the year within the DIET ?		5. No. of resource material developed by DIET faculty for school teachers.	
		6. No. of faculty of DIETs who underwent capacity development and training programs .	
		7. Has the DIET prepared the Annual Action Plan 2016-17.	

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
DIET Dantewada	2016-17	—	—	—	—	—	—
<b>Total</b>				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	01 year	100	100		
2. D.Ed 2st year	100	01 year	100	78		

RESEARCH AND ACTION RESEARCH									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
क्रियात्मक अनुसंधान डाइट अकादमिक सदस्यों द्वारा	डाइट दंतेवाड़ा के आठ अकादमिक सदस्यों द्वारा क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम को अन्य शालाओं तक फैलाकर समस्याओं का निदान किया जायेगा।	कार्य किया जा रहा है।		15,000	डाइट दंतेवाड़ा के 08 अकारमिक सदस्यों द्वारा क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम को अन्य शालाओं तक फैलाकर समस्याओं का निदान किया जायेगा।	40,000	1 शिक्षकगण स्थानीय समस्याओं को चिन्हांकित करके शालेय समस्याओं का निदान करने में सक्षम हो सकेंगे। 2 शाला में सीखने-सिखाने की प्रक्रिया को सरल बना सकेंगे। 3 विद्यालय की कार्यप्रणाली में सुधार होने से विद्यार्थियों के गुणवत्ता स्तर में वृद्धि होगी।
विद्यालय सर्वे	100 PS & UPS Servey By Diet Student	सर्वे से प्राप्त आंकड़ों के विश्लेषण के बाद शाला सुधार हेतु कार्ययोजना बनाई जाएगी।	—	छात्राध्यापकों के द्वारा करवाया जा रहा है।	—	100 PS & UPS Servey By Diet Student	सर्वे से प्राप्त आंकड़ों के विश्लेषण के बाद शाला सुधार हेतु कार्ययोजना बनाई जाएगी।	50,000	1 डी.एड. छात्राध्यापक शोध कार्य से परिचित हो सकेंगे। 2 ग्रामीण क्षेत्र में संचालित शासकीय शालाओं से जानकारी एकत्रित किया जा सकेगा। 3 शालाओं की वास्तविक स्थिति को पता लगाया जा सकेगा। 4 सर्वे से प्राप्त आंकड़ों के आधार पर शाला सुधार हेतु कार्ययोजना बनाई जा सकेगी।
डाइट द्वारा आयोजित विभिन्न प्रशिक्षणों उपलब्धि सर्वे							सर्वे से प्राप्त आंकड़ों के विश्लेषण के बाद शाला सुधार हेतु कार्ययोजना बनाई जाएगी।	100000	1. ग्रामीण क्षेत्र में संचालित शासकीय शालाओं से जानकारी एकत्रित किया जा सकेगा। 2 शालाओं की वास्तविक स्थिति को पता लगाया जा सकेगा। 3.सर्वे से प्राप्त आंकड़ों के आधार पर शाला सुधार हेतु कार्ययोजना बनाई जा सकेगी।
क्रियात्मक अनुसंधान शाला के शिक्षकों द्वारा	ACTION RESEARCH BY 25 PS&MS TEACHERS	उन्मुखीकरण के बाद शिक्षकों द्वारा अपनी शालाओं में शिक्षण एवं प्रबंधन में इसका उपयोग किया जायेगा।	—	प्रतिनियुक्ति व्याख्याताओं के मुलतः वापस किये जाने के कारण प्रभावित	—	ACTION RESEARCH BY 25 PS&MS TEACHERS EACH	उन्मुखीकरण के बाद शिक्षकों द्वारा अपनी शालाओं में शिक्षण एवं प्रबंधन में इसका उपयोग किया जायेगा।	119,800	1 शिक्षकों में समस्या समाधान के प्रति वैज्ञानिक दृष्टिकोण जागृत होना। 2. शिक्षक स्थानीय समस्याओं को चिन्हांकित करने में सक्षम होंगे। 3 शाला में सीखने-सिखाने की प्रक्रिया को सरल बना सकेंगे। 4 विद्यालय की कार्यप्रणाली में सुधार लाकर शाला को बेहतर बनायेंगे। 5 विद्यार्थियों के उपलब्धि स्तर में सुधार होगा। 6 शिक्षकों की चिन्तनशीलता में विकास होगा
योग राशि								309,800	

## C RESOURCE CENTRE AND DOCUMENTATION

Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Action Research	01 Report (200 Copy)	03 Times		Is in progress	—	01 Report (200 Copy)	03 Times	40000	
All Training reports	01 Report (20 Copy)	01 Times (10 plan)		Is in progress		01 Report (20 Copy)	01 Times (10 plan)	2000	
मार्गदर्शन व कैरियर मेला	150 शाला में 7500 ब्रोसर	01 time		programme is in progress	—	100 शाला में 200 प्रति	01 time	100000	कक्षा आठवीं से बारहवीं के बच्चों को अपने कैरियर के बारे में बेहतर समझ बन पायेगा
स्थानीय लोकगीत एवं परंपराओं का संकलन	200 प्रति	—	—	not completed due to unsufficient academic staff	—	200 प्रति	—	20000	बच्चे विशिष्ट लोगों के चरित्र से प्रभावित होंगे

[illegible]



D	TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS, VEC, SMC MEMBERS, etc.
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Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
विज्ञान प्रशिक्षण सी एव डी. ग्रेड उच्च प्राथमिक शाला	280	5	170		255000	300 शिक्षक	10 दिवस	100000	1.शिक्षक विज्ञान अध्यापन की विधा में पारंगत होंगे। 2.शिक्षकों में वैज्ञानिक सोच का विकास होगा कक्षा—कक्ष में बच्चों की सहभागिता बढ़ेगी।
अंग्रेजी प्रशिक्षण सी एव डी. ग्रेड उच्च प्राथमिक शाला	280	5	123		184500	300 शिक्षक	10 दिवस	100000	शिक्षक अंग्रेजी अध्यापन की विधा में पारंगत होंगे। 2.शिक्षकों में अंग्रेजी विषय—वस्तु की समझ विकसित होगी। 3.शिक्षकों में आत्मविश्वास में वृद्धि होगी।
सामाजिक विज्ञान का प्रशिक्षण उच्च प्राथमिक शाला के शिक्षकों का	—	—	—	—	—	300 शिक्षक	05 दिवसीय	250000	शिक्षकों को पाठ्यवस्तुओं की अवधारणा तथा स्थानीय परिवेश को बेहतर समझ विकसित हो सकेगी।
अकादमिक मानिट्रिंग एवं पर्यवेक्षण हेतु ए.बी. ऑ., मण्डल संयोजक , बी.आर.सी. ,संकुल समन्वयकों का प्रशिक्षण	—					115	02 दिवसीय	59800	1.कक्षा शिक्षण के नियोजित पर्यवेक्षण से शिक्षकों के सबल एवं कमजोर पक्ष बन्दु प्राप्तज्ञात हो सकेंगे। 2.कक्षा शिक्षण एवं समस्त अकादमिक कार्यों से जुडी हुई समस्याओं का समाधान होगा।
हिन्दी भाषा शिक्षण क्षमता विकास कार्यक्रम						25 शिक्षक	06 दिवसीय	34200	बच्चे भाषायी दक्षता में निपूर्ण होंगे।
बहु-बुद्धि पद्धति का प्रयोग कर बच्चों में छिपी प्रतिभा का विकास						100 शिक्षक		200000	कमजोर एवं सामान्य क्षमता वाले बच्चों को बहु क्षमता वाले बच्चों के बीच बैठाकर उनकी बौद्धिक क्षमता का विकास होगा।
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.
<b>योग राशि</b>								<b>1444000</b>	

**E**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DITE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
DIET DANTEWADA	8	Competency development with regard to different Cells		—	—	7	Competency development with regard to different Cells	50000	Faculty members will be able to make effective strategies for there department
	8	Leadership		—	—	5	Leadership	50000	Faculty members would become good leaders
	8	Computer		—	—	5	Computer	50000	Members would become capable to do all drafting and computer work
		exposer visit to keral		—			exposer visit to himachal pradesh	200000	To see the work done by the ASER in the field of pre primary and upper primary education
<b>Total =</b>								<b>350000</b>	

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2015-16					Plan for 2016-17			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy pograms	Number of teacher educators proposed to be covered as per AWP 2016- 17	Brief objective of the programme	Achievements	Shortfalls if any with reasons	Expen diture incurr ed	Planned Number of teachers/ teacher educators covered	Brief objectiv es	Estimated Expenditu re	Expected outcomes
1	15	To inform teacher about the necessity of computer skills *To develop responsibility of transferring this knowledge to the teaching community in general			—	32 potacabin teacher and 07 KGBV	To inform teacher about the necessity of computer skills *To develop responsibili ty of transferrin g their knowledge to the teaching community in general	35000	The large teacher community would realize the worth of computers skills and its benefits
Total 35000									

G INNOVATIONS									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
कक्षा को रोचक एवं मनोरंजन बनाना	—	—			—	7	रोचक वातावरण	70000	अध्ययन—अध्यापन प्रक्रिया सरल ,रोचक एवं आनंदपूर्वक
कक्षा 8 वी के विज्ञान विषय की विडियों क्लिपिंग तैयार करना	—	—			—	7	कक्षा अध्यापन को रोचक बनाना	100000	बच्चों में अंतर्निहित शक्तियों को विभिन्न अवसर उपलब्ध कराकर सृजनशीलता का विकास
उच्च प्राथमिक शाला के शिक्षकों का 03 दिवसीय कबाड से जुगाड द्वारा विज्ञान शिक्षकों को प्रोत्साहित करना	—	—	—			106	अनुपयोगी सामानों से छात्राओं के लिए पाठ्य उपयोगी सामग्री तैयार की जा सकेगी ।	95,400	प्रत्येक संकुल के उच्च प्राथमिक शाला के 02 शिक्षकों को कबाड से जुगाड प्रशिक्षित करने से संकुल के समस्त उच्च प्राथमिक शाला में विज्ञान शिक्षण को प्रभावी ढंग से शिक्षण में प्रोत्साहित कर सकेगें एसाथ ही बच्चों में वैज्ञानिक सोच का विकास होगा ।
							योग	2,65,400	

H CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
त्रुटि सुधार एवं संदर्शिका	—	—			—	200	200 Schools	50,000	इन प्राप्त सामाग्रियों के द्वारा आगामी वर्ष के सर्व शिक्षा अभियान के शिक्षक , प्रशिक्षण , सामाग्री का निर्धारण किया जा सकेगा ।
नव सृजन पत्रिका का प्रकाशन						250		50000	डाइट द्वारा आयोजित विभिन्न नवाचारी कार्यों का वार्षिक प्रकाशन नव-सृजन के माध्यम से किया जायेगा ।
<i>Total</i>								<b>100000</b>	

## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
50 school	—	4 hours per school per visit	शैक्षिक गुणवत्ता का विकास हुआ।		30000	5 times each school=250 time	01 days	3,00,000	शैक्षिक गुणवत्ता में विकास होगा
<b>Total</b>								<b>3,00,000</b>	

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>DIET DANTEWADA</b>	<b>100</b>	<b>2 YEAR</b>	<b>100</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution on 2017-18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
<b>A</b>	<b>EXISTING DIETS/DRCs</b>									
<b>1</b>	Strengthening of physical infrastructure (i) Civil Works									
	(ii) Equipments							<b>20.00</b>	<b>8.00</b>	<b>12.00</b>
<b>2</b>	programmes and activities				3.41			<b>30.85</b>	<b>12.34</b>	<b>18.51</b>
<b>3</b>	Salary of faculty and staff sanctioned and filled up after up-gradation				41.91			<b>51.00</b>	<b>20.40</b>	<b>30.60</b>
<b>4</b>	Faculty Development				0.04			<b>2.00</b>	<b>0.80</b>	<b>1.20</b>
<b>5</b>	Contingency				4.24			<b>15.00</b>	<b>6.00</b>	<b>9.00</b>
<b>D</b>	<b>TECHNOLOGY IN TEACHER EDUCATION</b>									
<b>12</b>	Hardware support									
<b>13</b>	Purchase of hub/switch									
<b>14</b>	One-time orientation/training of teacher educators									
<b>15</b>	Additional support/maintenance							2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)



### 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

### Salary Claim for New DIET 2016-17

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

**PER DIET**

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	Dharamjaigarh, Dt.Raigarh	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	Yes
<b>No. of districts created between April 2002 and March 2011</b>	11	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	(i) 7 (ii) 9	<b>Status of PAC</b>	Grant
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>		<b>No. of DRCs sanctioned in your District, attach list</b>	No (DIET as DRC)
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	09 Nine BRCs- Dharamjaigarh, Gharghoda, Lailunga, Tamnar, Raigarh, Kharsia, Pusoure, Sarangarh, Baramkela
<b>Actual no. of trainees admitted in 2016-17</b>	100		
<b>Address of DIET functional website</b>	dietdharamjaigarh.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	168
<b>Name, phone and E-mail of Website In-charge</b>	Krishna Biswas, Mob.09406308211 Phone (07766)266250, Email- dietdharamjaigarh@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	as List
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Shri R.N.Hiradhar, D.E.O.Raigarh(C.G.) PIN 496001 Phone (07762)222718 email- rmsa.raigarh@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? Yes</p> <p>2. Has the DIET conducted a training need analysis for teachers? Yes</p> <p>3. Does the DIET hold regular meetings with Yes RMSA Yes IASE Yes CTE No SCERT Yes Monthly</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? Yes</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? Yes</p> <p>6. Does the DIET use a Training Management System ? Yes</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? Yes</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). Other DIET's Faculty 225</p> <p>2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 20</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) Yes</p> <p>4. Average duration of Principalship in the last 5 years. 310 Days</p> <p>5. % of faculty positions filled 26%</p> <p>7. % of new books ( &lt; 3 years old ) in the institution library. 2500</p>
<p>8. What are the areas of research covered? All Dist.</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.? No.</p> <p>10. Are there regular faculty development programs for DIET faculty? Yes</p> <p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? No</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? Yes</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETS. 1300</p> <p>2. % of DIET students who cleared the TET. 36%</p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - 05</p> <p>4. No. of action research undertaken by the DIET faculty. 02</p> <p>5. No. of resource material developed by DIET faculty for school teachers.02</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs . 00</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17 Yes</p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Dharamjaigarh	Nil	Nil	Nil	Nil	Nil	Nil	Nil

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2017-18 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
<b>D.Ed.1 year</b>	YES	two year course	100	95%	Employed	
<b>D.Ed.2year</b>	<b>YES</b>	two year course	<b>97</b>	95%	Employed	

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievem ents	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
	3	To a study find out the reasons for short attendance can be increased "a Study"	10%	No	0.5 Lac.	20	In school level for quality improvments	1.00	Benefiat in quality issues.
						1	Case Study CCE training effect	0.2	Benefiat in quality issues.



## C RESOURCE CENTRE AND DOCUMENTATION

[illegible]

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
CAC Orientation Training		3 days	75%	CAC Post Vacant	1.3 Lac	CAC Orientation Training	3 days	1.40 Lac	Quality of Education increased
Subject based UPS teaches 7 days Orientation Training Maths, Science,English		7 days	640	No	12.0Lac				
Dr.A.P.J.A.Kalam Quality Improvement Program, C & D grade School Teaches 5 days Workshop	328	5 days	299	some school desole in nearest school	4.05 Lac				
UP School's Teacher 7 days CCE Based workshop						Total 200 UPS teacher	7 Days	4.00 Lac	Quality of Education increased
Primary School's Teacher 7 days CCE Based workshop						Total 200 UPS teacher	7 Days	3.00 Lac	Quality of Education increased
Subject based UPS teaches 7 days Teaching based training Social Science						Tatal 390 UP School's So.Sc.Teaching Teachers	7 Days	3.80 Lac	Quality of Education increased

Primary School -Activity based teaching with puppetry and mosk. Subject Language and EVS.						Tatal 200 Primary School's Langu.& Evs.Teaching Teachers	7 Days	2.00 Lac	Quality of Education increased
						200	5 days	2 Lac	Science Training for Teachers.
						200	5 days	2 Lac	Social Science Training for Teachers.
						300	5 days	3 Lac	English Training for Teachers.

**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DIET faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
<b>DIET</b>	Nil	Nil	Nil	Nil	Nil	<b>7</b>	Inter state Educational Visit(Karnataka)	0.60 Lac	Knowledge of best School management and teaching plan

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2015-16					Plan for 2016-17			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy pograms	Number of teacher educators proposed to be covered as per AWP 2016- 17	Brief objective of the programme	Achiev ement s	Shortfalls if any with reasons	Expen diture incurr ed	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditur e	Expected outcomes
3 Computer literacy pograms	Nil	Nil	Nil	Nil	Nil	8 Acadamic & Non Acadamic Staff	Computer ICT, Internet, website	0.50 Lac	Computer Knowledge

<b>G INNOVATIONS</b>									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
						150 Teachers	Best Teaching and achievement Awards	2.00 Lac	
						27 Innovative Teachers	Best Practice of Teaching	1.0 Lac	

<b>H</b>	<b>CONTENT &amp; MATERIAL DEVELOPMENT</b>
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[illegible]

# **I ON-SITE SUPPORT TO TEACHERS**

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
<b>1 monitoring</b>	80	One day	80	Nil	3.0 Lac	150	One day	3.0 Lac	School monitoring on site field educational support



**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>Dharamjaigarh</b>	<b>yes</b>	<b>5 days First Year CAMal</b>	<b>98</b>
<b>2</b>	<b>Dharamjaigarh</b>	<b>yes</b>	<b>7 days Second Year EGR</b>	<b>97</b>

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

[illegible]

# 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2015-16: PART-II:

## ESTIMATED EXPENDITURE ON SALARIES:DIETs

S.No .	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2016-17) on posts which were		Actual expenditure in 2015-16 on salaries of posts mentioned in col.7,10,13 ,&16,to the extent they were filled up	State Contribution	Net claim from GOI on account of salaries for 2017-18
				Principle payscale [     ]		Vice-Principle/sr.Lecturer pay-Scale [     ]		Lecturer Pay-Scale [     ]		Para Academic Staff Pay-Scale [     ]		In existenc e prior to up-gradatio n (whether filled up or not)	Filled up as on 31.3.17							
				SANCTI ONED		Filled up as on 31.3.15	SANCTI ONED		Filled up as on 31.3.15	SANCTI ONED		Filled up as on 31.3.15	SANCTI ONED		Filled up as on 31.3.15					
				B.U .	A.U .		B.U .	A.U .		B.U .	A.U .		B.U .	A.U .						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Dharamjaigarh		1956		1		1	5			12			1					40%	60%

(Note: Column under "After up-gradation" includes posts "Before up-gradation") It is Mandatory to give details of Pay Scales along with Grade Pay.

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET Durg	<b>Has DIET submitted self-appraisal Report to NCTE for 2016-17</b>	no
<b>No. of districts created between April 2002 and March 2011</b>	2	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	Formed
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	Application for recognition submitted	<b>No. of DRCs sanctioned in your District, attach list</b>	Nil
<b>Annual Intake capacity in DIETs</b>	D.Ed.1st Year-50	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	Attached
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>		<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	Attached
<b>Name, phone and E-mail of Website In-charge</b>		<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	Attached
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	D.E.O.Durg Mo.9424126295 D.E.O. Balod 9406402696		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
Does the DIET have a detailed database on the school, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves?	Yes	<b>INPUT / ACTIVITY Measures</b> 1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) 4. Average duration of Principalship in the last 5 years. 5. % of faculty positions filled 7. % of new books ( < 3 years old ) in the institution library.	
2. Has the DIET conducted a training need analysis for teachers?	Yes		No
3. Does the DIET hold regular meetings with SSA    b. RMSA    c. IASE    d. CTE    e. SCERT	Yes		30 each faculty
	Yes		
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	NA		2 P.C, 1Printer & Internet Connection
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	Yes		2½ Years
6. Does the DTET use a Training Management System ?	Yes		52%
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?	Taken up this year		appx. 20%
8. What are the areas of research covered?	academic Managmnt. & behaviour	<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?	10	1. Number of qualified teachers added to the system through DIETS.	NIL
10. Are there regular faculty development programs for DIET faculty ?	yes	2. % of DIET students who cleared the TET.	NIL
11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?	10	3. No. of modules for training of teachers, etc prepared DIET faculty -	7
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	Monthly	4. No. of action research undertaken by the DIET faculty.	2
13. What has been the most talked-about process improvement in the year within the DIET ?	education fair conducted by DIET	5. No. of resource material developed by DIET faculty for school teachers.	50 for edu. 30 for T.L.M
		6. No. of faculty of DIETs who underwent capacity development and training programs .	for leadership prog IIM Ahmedbad Azim Prem ji Banglore Women leadership NEUPA, New Delhi, Resource center Asaam
		7. Has the DIET prepared the Annual Action Plan 2016-17.	yes

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
		—	—	—	—	—	
<b>Total</b>							

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)



**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2017-18 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 Year	50	Proposed	–	–
2. D.Ed 2st year	–	–	–	–	–	–

<b>B</b>	<b>RESEARCH AND ACTION RESEARCH</b>
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Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
Action Research	30		Teacher were able to solve problems at school	Approximatly 50% work has been done by 10 participants	50,406	30	With the help of B.E.O,B.R.C.&C.A.C	150,000	Teachers will be active to solve school level problems
Reasearch	20	At district level trainings with the help of BEO & DEO	Teacher were able to develop attitude towards research & make & use tools for diagnostics tests and remedial measures	12 participants were present	77,113	20	With the help of DEO, B.E.O & C.A.C	160,000	Teacher will able to make & use tools for diagnostic tests and verify results of remedial measures in researches
Total								310,000	

<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Magazine	1		1		60,000 (Proposed )	1		70,000	Documents will be prepared and distributed.
Newsletter	2	nil	1	nil	23,000	3		40,000	
Brochure/Monograph	5	nil	1	1		2		20,000	
Report Writing	10	nil	8	2	12,000	10		30,000	
Printing of modules	7	nil	7			7		50,000	
Total					95,000			210,000	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Education Children Fair	250 Teachers, 2250 Students	7 days	completed		85,556	500 Teachers & 5000 students for 5 days	5+2+1 Days	250000	Children will be interested to do, learn & conduct activities, & exhibit innovations in different subjects
Micro Planning	150 Teachers	5 days	will be held in February		1,00,000				
CAMaL	120 teachers	5 days	Best Method for slow learners		1,42,256				
Maths training for Primary teachers	40 teachers	3 days	Teachers know how to teach basic Maths		28,635	120 teachers	3 days	72,000	Competencies will be improved
Maths training for Upper Primary Teachers & Utilization of Maths lab	40 teachers	3 days	Proposed in February			150 teachers	5 Days	180,000	Teachers will clear their problems (30,000 for maths lab)
Strengthening of S.M.C	200 teachers	1 day	S.M.C.Members will take active participation in school activities.		57,610	30 HM + 30 SMC	1 day	12,000	Head masters will become aware towards community participation at school.
Workshop on Local Artefacts						30 teachers	5 days	50,000	Teachers will learn about & make art & craft materials under the guidance of local artisans
C.A.C. Training	150 teachers	4 days	C.A.C. will be active in academic activities		121434				

[illegible]

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

[illegible]



## H CONTENT & MATERIAL DEVELOPMENT

[illegible]

## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
<b>school Monitoring&amp; support by DIET staff</b>	300	4 HOURS	Improved classroom teaching & student interaction	follow-up not regular	80,000 appr	300	4 HOURS	300,000	On site support to students & teachers during interaction at schools
<b>Total</b>								300,000	

**TOTAL CLAIM FOR 2017-18**

**29,29,000**

Approved by District Programme Advisory Committee.

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S. No.	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017-18)
			Central share	State				
A	EXISTING DIETs/DRCs							
1	Strengthening of phsical infrastructure (i) Civil Works					302.9653	121.18612	181.77918
	(ii)Equipments					20.00	8.00	12.00
2	programmes and activities	10,00,000	513328			29.29	11.72	17.57
3	Salary of faculty and staff sanctioned and filled up after up-gradation	6090000	5593138			80.00	32.00	48.00
4	Faculty Development					2.00	0.80	1.20
5	Contingency	1666000	1081885			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION							
12	Hardware support					2.00	0.80	1.20
13	Purchase of hub/switch							
14	One-time orientation/training of teacher educators							
15	Additional support/maintenance							

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as							
				B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET JANJGIR	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	yes
<b>No. of districts created between April 2002 and March 2011</b>		<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	Upgraded	<b>Status of PAC</b>	Formed
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>		<b>No. of DRCs sanctioned in your District, attach list</b>	nill
<b>Annual Intake capacity in DIETs</b>	100 +100 First Year 100 Second Year 90	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	9
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>	<a href="http://dietjanjgir.scertcg.com">dietjanjgir.scertcg.com</a>	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	132
<b>Name, phone and E-mail of Website In-charge</b>		<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	9
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Shri G.P. Bhaskar Mb. No. 9425536616		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ?</p> <p>2. Has the DIET conducted a training need analysis for teachers?</p> <p>3. Does the DIET hold regular meetings with</p> <ol style="list-style-type: none"> <li>SSA</li> <li>RMSA</li> <li>IASE</li> <li>CTE</li> <li>SCERT</li> </ol> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?</p> <p>6. Does the DIET use a Training Management System ?</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <ol style="list-style-type: none"> <li>Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).</li> <li>Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )</li> <li>Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)</li> <li>Average duration of Principalship in the last 5 years.</li> <li>% of faculty positions filled</li> <li>% of new books ( &lt; 3 years old ) in the institution library.</li> </ol>

<p>8. What are the areas of research covered?</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentations, reports, newspaper / journal articles, book etc.?</p> <p>10. Are there regular faculty development programs for DIET faculty ?</p> <p>11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <ol style="list-style-type: none"> <li>Number of qualified teachers added to the system through DIETs.</li> <li>% of DIET students who cleared the TET.</li> <li>No. of modules for training of teachers, etc prepared by DIET faculty -</li> </ol>
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12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	4. No. of action research undertaken by the DIET faculty.
13. What has been the most talked-about process improvement in the year within the DIET ?	5. No. of resource material developed by DIET faculty for school teachers.
	6. No. of faculty of DIETs who underwent capacity development and training programs .
	7. Has the DIET prepared the Annual Action Plan 2016-17.

## 6.2 Process and Performance Indicators

### Suggested Process Indicators Suggested Performance Indicators

1. Does the DIET have a detailed database on the schools, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves? Information of teacher's deployment

DIETs use data base of DISE and prepares plan based on these data and rest of the data are provided by DPC. Don't have separate system to collect data no data base of teacher deployment is available.

2. Has the DIET conducted a training need analysis for teachers?

Some training need analysis have been done with the help of SCERT and RIE Bhopal DIET has not done this type of work independently.

3. Does the DIET hold regular meetings with

- a. SSA
- b. RMSA
- c. IASE
- d. CTE
- e. SCERT

YES regular meeting takes place between district level agencies of SSA, RMSA CTE/IASE and SCERT

4. Has there been positive feedback on the D.Ed. programme by student teachers? Are there records of the same?

Yes, every year reflection of student teachers on the D.Ed. content is collected by SCERT.

5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of the same?

Yes, at the end of the training feedback from every participant is collected and rarely they give negative remark on the training.

6. Does the DIET use a Training Management System?

No, training management system is not used

7. Does the DIET conduct research studies related to teachers in the area that it covers?

Most of the studies are done on the students related issues only very limited studies have been done to address teacher related issues.

8. What are the areas of research covered?

Learning problems, regularity of the students, community participation, etc.

9. How many publications have been authored by DIET



News letter and magazines

10. Are there regular faculty development programs for DIET faculty? 11. H

Yes

11 How many faculty members at the DIET were deputed for conferences, went on study leave and undertook exposure visits  
nill

12. What is the frequency of faculty meetings within the DIET? Are there records of the same?

2 times within a months

13. What has been the most 'talked-about' process improvement in the year within the DIET? and training programs.  
coordination among educayion officers through monthly meeting

Input/Activity Measures

1. Number of visitors to the DIET Resource Center every month (this excludes student visits during the library period)

No record, teachers when they are invited for training use the resource centers

2. Number of DIET faculty visits to schools in a quarter (each visit to be at least 4 hours of interaction)

Compulsory for every faculty to visit at least 05 schools every month

3. Availability of technology enabled infrastructure (**functioning computers, internet connection, email id and multi-media facilities**)

4. Average duration of Principal ship in the last 5 years 5 **year**

5. % of faculty positions filled 63%

6. % of new books (< 3 years old) in the institution library **20%**

Output/Outcome Measures

1. Number of qualified teachers added to the system through DIETs **above 500 teacher**

2. % of DIET students who cleared the TET **no any record**

3. No. of modules for training of teachers, etc prepared by DIET faculty **3 modules**

4. No. of action research undertaken by the DIET faculty **2**

5. No. of resource material developed by DIET faculty for school teachers 02

6. No. of faculty of DIETs who underwent capacity development **2**

63 faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? **01conference 01seminar, reporting all programmes**

7. Has the DIET prepared the Annual Action Plan 2017-18 **Yes**

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Janjgir	2005	Civil	1/2	450000	450000	100	
Janjgir	2007	Civil	1/2	450000	450000	100	
<b>Total</b>				1350000	1350000	100	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	one Year(First Year)	100	97	personal	
2. D.Ed 2st year	100	One Year(Second Year)	100	90	Jobs	

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Research Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
<b>Action Research</b>	<b>20</b>	<b>Research is used only in school</b>	<b>20</b>	<b>continue</b>		<b>30</b>	<b>Research would be universalized in school</b>	<b>150,000</b>	<b>Capacity and competency development of teachers and student . Quality improvement of school</b>

[illegible]

C RESOURCE CENTRE AND DOCUMENTATION									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Short falls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
workshop for indigenous (Local art gallery)						Development of Art Gallery	74	50000	With the help of local art Gallary will be developed.

[illegible]



**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
1.E.L.M. training for Upper Primary School H.M. and followup programme for previous ELM training programme	32	11 days	Programme continue			32	11 days	100000	capacity building for H.M.
2. Seminar	100	02 days	Programme continue			50	02 days	100000	senselize academic person

3. Meeting /workshop of B.E.O.,B.R.C.,A.B.E .O.& C.A.C.	09 BEO,09,132 CAC BRC	One day every month	Programme continue	continue		9BEO,9 BRC,20 ABEO, 40 BRP& 132 CAC	01 Day in every month	150000	Feedba ck & Achive ment
4. Traning programme for health and environmental education of UPS science teacher based on cleen and green school	50	3 days + 3 days	Programme continue	no					
5.Orientation training programme for primary and upper primary teachers concerning their professional development	300	1Months 6days for each batch	nil	nil					

6. Orientation training programme for teachers, SMCs, guardians at model and adopted schools.	150 teachers of model and adopted schools and SMC members, guardians of 5 to 6 clusters.	15 days	nil	nil					
7. Skill development programme in english for upper primary teachers.	300	1 month	continue	continue					
8. spoken english training programme for primary teachers.						150	1 month	150000	teacher s and student s will be able to speak
9. Training programme for C and D graded schools.	150 schools.	5 days	nil	nil					

10. Maths training programme for UPS Teachers based on class 8th						132 teachers	6 days	200000	Teachers would be able to understand the concept, operation and class room activity.
11. High order thinking development programme for class 8th at primary level students .						Students and teachers of 10 primary schools.	7 days	100000	Development of high order thinking among students

12.Orientation training programme for teachers based on CCE						264 Teachers	3 days	200000	Class room activities will be conducted according to CCE
13.Multiple intelligence training for teachers						400 Teachers	5 months	150000	To develop multiple intelligence among students
14.Quality improvement training programme						110 teachers of 22 schools	5 Months	150000	Activity based education
15.To develop professional efficiency of teachers through educational activities.						20 teachers of 2 clusters	3 days	50000	Teachers will be able to teach professionally

[illegible]

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]



<b>G INNOVATIONS</b>									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
<b>Mobile Science Lab</b>	30 school of selected blocks 30 teacher students	To motivate teachers, student for conducting science practical and activity				30 school of selected blocks 30 teacher students	To motivate teachers, student for conducting science practical and activity	200000	Capacity building among teachers and studentef or science practical

[illegible]

[illegible]

## I ON-SITE SUPPORT TO TEACHERS

[illegible]

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>DIET JANJGIR</b>	100	one Year(First Year)	100
<b>2</b>		100	One Year(Second Year)	90
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contributio n 2017-18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
A	EXISTING DIETs/DRCs									
1	Strengthening of phsical infrastructure (i) Civil Works									
	(ii)Equipments							20.00	8.00	12.00
2	programmes and activities				5.75			30.00	12.00	18.00
3	Salary of faculty and staff sanctioned and filled up after up- gradation				124.5			150.00	60.00	90.00
4	Faculty Development				0			2.00	0.80	1.20
5	Contingency				1.52			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION									
12	Hardware support									
13	Purchase of hub/switch									
14	One-time orientation/training of teacher educators									
15	Additional support/maintenance							2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)

### 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

### Salary Claim for New DIET 2016-17

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00



## 6.1 ABOUT DIETs

<b>Name of DIET</b>	Jashpur	<b>Has DIET submitted self-appraisal Report to NCTE for 2016-17</b>	Yes
<b>No. of districts created between April 2002 and March 2011</b>	29	<b>Has DIET submitted Annual Action Plan for 2017-18</b>	Yes
<b>Whether DIET is</b>	Upgraded	<b>Status of PAC</b>	Yes
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>		<b>No. of DRCs sanctioned in your District, attach list</b>	No
<b>Annual Intake capacity in DIETs</b>	200 193	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	Attached
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>	<a href="http://WWW.dietjashpur.org">WWW.dietjashpur.org</a>	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	Attached
<b>Name, phone and E-mail of Website In-charge</b>	Shri R.B.Chouhan 9424191808	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	Attached
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	Shri S.N.Panda 9479500012		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? <b>Yes</b></p> <p>2. Has the DIET conducted a training need analysis for teachers? <b>Yes</b></p> <p>3. Does the DIET hold regular meetings with a. SSA b. RMSA c. IASE d. CTE e. SCERT <b>Yes</b></p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? <b>Yes</b></p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? <b>Yes</b></p> <p>6. Does the DIET use a Training Management System ? <b>Yes</b></p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? <b>Yes</b></p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). <b>No.</b></p> <p>2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) <b>-5</b></p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) <b>Yes</b></p> <p>4. Average duration of Principalship in the last 5 years. <b>1 Year</b></p> <p>5. % of faculty positions filled <b>-46%</b></p> <p>7. % of new books ( &lt; 3 years old ) in the institution library. <b>4 Year Old</b></p>
<p>8. What are the areas of research covered? <b>Nil</b></p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentations, reports, newspaper / journal articles, book etc.? <b>No.</b></p> <p>10. Are there regular faculty development programs for DIET faculty ? <b>No.</b></p> <p>11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? <b>No.</b></p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs. <b>100%</b></p> <p>2. % of DIET students who cleared the TET. <b>75%</b></p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - <b>No.</b></p> <p>4. No. of action research undertaken by the DIET faculty. <b>No.</b></p> <p>5. No. of resource material developed by DIET faculty for school teachers.</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs . <b>-2</b></p> <p>7. Has the DIET prepared the Annual Action Plan 2013-14. <b>Yes</b></p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Jashpur	2005-06	Construction Of diet building, boys hostel and quarter of principal	-	9000000	Yes	100%	Completed
<b>Total</b>				9000000			

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	2 Years	98	98	-	-
2. D.Ed 2st year	100		95	95	-	-

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
Action Research	20		Running		50,000	20	प्रा. एवं उच्च प्रा.स्कूल के शिक्षकों द्वारा कार्य किया जावेगा ।	100,000	शिक्षक छात्रों के गुणवत्ता संवर्धन एवं समस्या समाधान में सक्षम होंगे
2									
3									
Total					50000			100000	

C RESOURCE CENTRE AND DOCUMENTATION									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievem ents	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Magazine	—	—	—	—	—	magazine	200	100000	शिक्षकों एवं छात्रों में ज्ञानका आदान प्रदान होगा ।
Publication						publication			सृजनशीलता एवं नवाचार को प्रोत्साहन मिलेगा

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
NMMSE	194	3Days	97%	Due to absence Of Participants	75694	300	3 Days	150000	परीक्षा में अधिकाधिक छात्रों का चयन हो सकेगा ।
Maths training For P/S Teachers	131	3Days	87%	—	97925	300	4 Days	160000	शिक्षक गणित विषय के अध्यापन में दक्ष होंगे एवं जिसका लाभ छात्रों को प्राप्त होगा ।
TLM Workshop For P/S Teachers	210	3Days	188	—		300	3 दिवस	170000	शिक्षक टी.एल.एम.के माध्यम से बेहतर शिक्षण कार्य कर सकेंगे ।
पाठ्य सहगामी क्रियाकलाप के प्रयोग पर प्रशिक्षण	—	—	—	—		300	3 दिवस	170000	विद्यार्थी पाठ्य सहगामी क्रियाकलाप के द्वारा शारीरिक एवं मानसिक विकास को प्राप्त होंगे ।
प्रा शाला के प्रधान पाठकों के शिक्षा का अधिकार अधिनियम 2009 पर 03 दिवसीय प्रशिक्षण ।						300	3 दिवस	170000	शिक्षा के अधिकार अधिनियम के प्रावधान का प्रयोग कर गुणवत्ता युक्त शिक्षा का विकास में सहायक ।
संकुल शैक्षिक समन्वयकों का तीन दिवसीय कार्यशाला सह प्रशिक्षण						135	3 दिवस	130000	शैक्षिक समन्वयकों को प्रशिक्षित कर अकादमिक कार्य में दक्ष करना जिससे शालाओं की मानीटरिंग कर गुणवत्तायुक्त शिक्षा के संवर्धन में सहायक होंगे ।
उच्च प्राथ.शालाओं के शिक्षकों का सामाजिक विज्ञान विषय पर तीन दिवसीय प्रशिक्षण						200	3 दिवस	130000	उच्च प्राथ.शालाओं में सामाजिक विज्ञान विषय को रुचिकर बनाना एवं इसकी महत्ता तथा समझ विकसित करना ।
प्राथ. शाला के शिक्षकों का हिन्दी भाषायी कौशल विकास पर तीन दिवसीय प्रशिक्षण						300	3 दिवस	170000	बच्चों में भाषायी कौशल का विकास होगा । बच्चे समझ के साथ हिन्दी भाषा पढ़ना लिखना सीख सकेंगे
उच्च प्राथ.शालाओं के शिक्षकों का शाला प्रबंधन एवं गुणवत्ता शिक्षा पर तीन दिवसीय प्रशिक्षण ।	200	3 दिवसीय	निरंक			0	3 दिवस	180000	प्रधान पाठक स्कूल प्रबंधन एवं गुणवत्तापूर्ण शिक्षा के संवर्धन में सक्षम होंगे ।
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.

2130000



**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DITE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
diet Jashpur	exposer visite to enter State	the view and outlook of visitors will be broad	Nil	-	150000	exposer visite to enter State	the view and outlook of visitors will be boad	150000	improvement of knowledge of diet feculty

**F TECHNOLOGY IN TEACHER EDUCATION**

Function	During 2016-17					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programms	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programm	Achievem ents	Shortfalls if any with reasons	Expendit ure incurred	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
Computer education	5		Nil		50000	5	Acknowledgme nt of computer and its	50000	teacher educators will be able to know the application of computer

G INNOVATIONS									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
असुर जाति के बोलियों पर शब्दकोष का निर्माण	—	—	—	—	—	50	शिक्षक भ्रमण के द्वारा असुर जातियों से सम्पर्क कर उनकी शब्दों का रूपान्तरण हिन्दी में करेंगे	200000	भाषा सीखने में असुर जाति के बच्चों को आसानी होगी ।

[illegible]

**I ON-SITE SUPPORT TO TEACHERS**

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achieve ments	Shortfalls if any with reasons	Expendit ure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
P/S & M/S School Visite	20	One working  Day	10	-	Nil	P/S & M/S  School Visite	One working  Day	200000	enhancement of schools educations

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.No .	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.2016	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2016-17)
			Central share	State Share				
A	EXISTING DIETS/DRCs							
1	Strengthening of physical infrastructure (i) Civil Works							
	(ii) Equipments					20.00	8.00	12.00
2	programmes and activities		2.12			30.30	12.12	18.18
3	Salary of faculty and staff sanctioned and filled up after up-gradation		75.27			90.00	36.00	54.00
4	Faculty Development		0.00			2.00	0.80	1.20
5	Contingency		77.00			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION							
12	Hardware support							
13	Purchase of hub/switch							
14	One-time orientation/training of teacher educators							
15	Additional support/maintenance					2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00



## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET (Mahrajpur) kabirdham	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	—
<b>No. of districts created between April 2002 and March 2011</b>	—	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	Functioning
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	F.no. wrc/APP827/191/D.ed/2013/109591/30.10.13	<b>No. of DRCs sanctioned in your District, attach list</b>	—
<b>Annual Intake capacity in DIETs</b>	1st year -100/ 2nd year-100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	List enclosed in page no.6.8
	Total-200		
<b>Actual no. of trainees admitted in 2016-17</b>	1st -100		
<b>Address of DIET functional website</b>	dietkabirdham.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	List enclosed in page no.6.9
<b>Name, phone and E-mail of Website In-charge</b>	Nagesh.vaishnav Grade-02 Mo.no-9755992002	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	List enclosed in page no.6.8
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Mr.S.K.Pandey,Mo.no.9425252177,Nea r Ekta chowk kawardha. Email id-pandeysatish57@gmail.com	—	—

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? Yes</p> <p>2. Has the DIET conducted a training need analysis for teachers?      yes</p> <p>3. Does the DIET hold regular meetings with SSA RMSA IASE CTE SCERT, Vac</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?    Yes</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?    Yes</p> <p>6. Does the DIET use a Training Management System ? No</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?    Yes</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).    100 <b>Teachers</b></p> <p>a. 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )    <b>4+1 Faculty Members</b></p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) - 08 computers+ 02 laptop+ 2 scanner+Edusat system+video set+sound system</p> <p>4. Average duration of Principalship in the last 5 years.    <b>Yes</b></p> <p>5. % of faculty positions filled. <b>06/19-32%</b></p> <p>6. % of new books ( &lt; 3 years old ) in the institution library.    <b>54 Years, 07 Yr</b></p>
<p>8. What are the areas of research covered?</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.? Drop out and out of school, seminar presentation , reports, news bulletin , magazine.</p> <p>10. Are there regular faculty development programs for DIET faculty ? Yes- National Seminar</p> <p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? 02 F.M. Member</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? Two Times per month Yes.</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?    <b>Monitoring 4 Field Visit , story telling festival, art workshop and TLM workshop</b></p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs. 400<b>Teacher</b></p> <p>2. % of DIET students who cleared the TET.    <b>60%</b></p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - 02</p> <p>4. No. of action research undertaken by the DIET faculty. -10</p> <p>5. No. of resource material developed by DIET faculty for school teachers.</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs . - 03</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17. <b>Yes</b></p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
DIET Kabirdham	2006-07	Administrative Building staff quarter Inservice Boys and girls hostel	2	1.5 crores	1.5 crores	100%	Building is Repairable.
<b>Total</b>			2	1.5 crores	1.5 crores	100%	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1st Year	100	1-60 days SEP completed 2-30% subject completed	Poor staff position and infrastructure	
2. D.Ed 2st year	100	1st Year	98			

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
ए.एल.एम. प्रवधियों का विधार्थियों की अधिगम स्तर पर पड़ने वाले प्रभाव का अध्ययन कक्षा 3री का गणित विषय में प्रसंग विधि से अध्यापन का बच्चों के उप. स्तर में पड़ने वाले प्रभाव का अध्ययन डी.एड. कक्षाओं में समूह चर्चा एवं प्रस्तुतीकरण का उनके समझ पर पड़ने वाले प्रभाव का अध्ययन शाला अनुभव कार्यमि की प्रभावशीलता का अध्ययन कक्षा 6वी के बच्चों में अंग्रेजी पठन एवं लेखन कौशल का विकास जवाहर आदिम जाति उत्कर्ष विद्यार्थी योजना की प्रभाविता का अध्ययन 100 बिन्दु मॉनीटरिंग प्रपत्र द्वारा शालाओं के गुणवत्ता स्तर में आये सुधार का अध्ययन करना प्राथमिक स्तर पर विद्यार्थियों के सीखने के दौरान आने वाली समस्याओं (कठिनाईयों) का अध्ययन छात्रावास में टी.वी. देखने वाले बच्चों का टी.वी. नही देखने वाले बच्चों की तुलना में भाषायी कौशल विकास की स्थिति एवं टी.वी. का भाषा कौशन विकास में पड़ने वाले प्रभाव का अध्ययन शैक्षिक दिग्दर्शिका का शालाओं के उपलब्धि स्तर में पड़ने वाले प्रभाव का अध्ययन जिले के शैक्षिक गुणवत्ता विकास में ( ऐ.पी.जी. अब्दुल कलाम गुणवत्ता अभियान) के प्रभाव का अध्ययन विज्ञान शिक्षण में प्रायोजना विधि का बच्चों के उपलब्धि स्तर पर पड़ने वाले प्रभाव का अध्ययन	13	Action Research would be used to solve school level Educational problems	10	-	30,000	10	Action Research would be used to solve school level problems by univesalising in district	50,000	Research attitude of teachers will develop problems solving attitude will develop Quality of Education will en rich.

**C RESOURCE CENTRE AND DOCUMENTATION**

Function	During 2016-17					Plan for 2017-18			
Resource support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents / publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Aahvan Magazin	1	10	1	-	-	1	10	100000	Language skill Development. Development of education Enrollment. New thoughts will come out to support education.
Baalmanch Magazin	1	10	1	-	-	1	10	64000	
News bulletin	1	-	-	-	-	-	10	20700	Educational news, good works of educational field and innovation will come to society
Maths & science Lab Development in 04 Cluster	Science Lab-04/Maths Lab-04	6 Times Per clusters	Scientific interest Environment will Developd	-	1E+05	-	0	0	0
Resource centre of social science	-	-	-	-	-	1	10	150000	Capacity & competence building of teacher work performance will improve.

334700

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
N.M.M.S.E. Training of teacher	90 CRC's	02month	13550 students+90 cac's	-	50000				
Navoday School Exam coaching work shop	10000 students	07 month	90 cluster+1000 students	-	90000				
Special coaching of MLT students in 40 practicing schools	100 techers+1000 students	07 month	-	-	180000				
ALM training of M/S H/M	200 hm	09 month	-	-	206000				
workshop of D.Ed students on project,Assignment & Question paper Development	200 students Teacher & 09 Faculty members	06 month	-	-	25000				
Block wise SIP development workshop	200 Teachers &smc Members	01 month	-	-	80000				
Question paper development workshop of P.S./M.S. Teachers	180 Teachers	04 month	-	-	180000				
Jeevan Vidya Training	200 students& Teachers	07 days	-	-	36000				
Orientation Training programme of wardens on child Rights rule 2009	100 wardens	3 days	-	-	60000				
Quality Improvements through thematic approach story telling festival						200 teachers	10 months	190000	Capacity & competence building of teacher work performance will improve.



Quality Improvements of "D" gade schools of kawardha block through community participation.	10 Schools Each block 40 Schools P/S And M/S	7days	Schools will Upgrade.						
Class wise subjectwise Activity based training									
Training programme of themetic approach, CAMAL and EGR						200 teachers	10 month	190000	Capacity & competence building of teacher work performance will improve.
ICT and Web Portal Smart classes for karyashala						200 teachers	04 Month	190000	Work performance will improve and creat intrest and doing paper less work by internet and computes time and energy will save
TET coaching For In service and Pre service teachers						100 students and Teachers	02 month	94000	Professional Attitude will improve/D.Ed students and teachers will qualify TET Exam.
Workshop on Review of textbook And Educational book						90 crc's	05 months	85000	Habit for nations for reading. Creat intrest in self learining. Teachers will expert in subjects teaching.
Workshop For TLM Development						200 Teachers	02 months	100000	Class wise and Subject wise TLM will Developed. Teachers teaching methods prosess will improve
Developing teaching activities in maths & Hindi for class 1st & 2nd	60 Teachers Maths & 60 Teachers Hindi	6 Days	Teaching Skill will Developed.	-	132000				
Quality improvement through thematic approach story telling Festival in 25 RTE comliant Schools	60 Schools	10 Days	Community involement will improve.	-	100000	-	-		-

849000

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2016-17					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy pograms	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programme	Achievement s	Shortfalls if any with reasons	Expendi ture incurre d	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
Learning maths through Geogebra	40 Teachers And 4000 Students	Creat Intrest in Maths	Learning Geometry	-	71600				

<b>G INNOVATIONS</b>									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
<b>1</b>	Quality Improvement programme for Below MLT students in 25 schools through teacher	to improve achievement level	2500 students and 50 schools	-	160000	-	-	-	-
<b>2</b>	KAMAL Programme	Skill development Maths And Hindi	50 Schools	-	200000	-	-	-	-
<b>3</b>	Establishment of reading club in 10 P/S schools	Developing Reading Habits	1000 students	-	60000	-	-	-	-
<b>4</b>	Multiple Intelligency For MITA	-	-	-	-	100	To know Interest of D.Ed Students	150000	Module will support to improve mental ability of D.Ed students
<b>5</b>	Case study of Drop-Out and out of School Children	-	-	-	-	200	Retention Rate will Improve	150000	Educational Quality of schools will improve drop out will be mainstreamed community.

300000

<b>H CONTENT &amp; MATERIAL DEVELOPMENT</b>									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
Workshop On TLM development For class 6th to 8th	100 TLM will be made	100 M.S. Teachers	100 M.S. Teachers	-	110000	-	-	-	-
<b>C.D. Development of Best Practices for School Teachers</b>						<b>1</b>	635 Teachers	200000	Collection of Best practices. Teachers Teaching Skill will Develop. Class room Teaching Quality will Improve
Workshop on Class wise And Subject Wise T.L.M. development						<b>1</b>	Teachers	111000	Creative Thoughts will come out. Consep Of TLM will developed Teachers Will develop TLM for Teaching

## I ON-SITE SUPPORT TO TEACHERS

[illegible]

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
1	Diet Mahrajpur_Kabirdham	D.Ed 1st Year-100/D.Ed 2nd Year-100	1 Year	1st Year-100/2nd Year-98

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approve d Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
A	EXISTING DIETs/DRCs									
1	Strengthening of phsical infrastructure (i) Civil Works									
	(ii)Equipments							20.00	8.00	12.00
2	programmes and activities				2.55			20.98	8.39	12.59
3	Salary of faculty and staff sanctioned and filled up after up-gradation				52.59			63.00	25.20	37.80
4	Faculty Development				0.00			2.00	0.80	1.20
5	Contingency				1.88			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION									
12	Hardware support									
13	Purchase of hub/switch									
14	One-time orientation/training of teacher educators									
15	Additional support/maintenance							2.00	0.80	1.20



## 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2015-16: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2016-17) on posts which were		Actual expenditure in 2015-16 on salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled up	State Contribution	Net claim from GOI on account of salaries for 2017-18
				Principle payscale [15600-39100 ]	Vice- Principle/sr.Lectur er pay-Scale [15600-39100]	Lecturer Pay- Scale [ 9300- 34800]	Para Academic Staff Pay-Scale [ 5200-20200]	In existenc e prior to up- gradatio n (whether filled up or not)	Filled up as on 31.3.17											
				SANCTI ONED		Filled up as on 31.3.15	SANCTION ED		Filled up as on 31.3.15	SANCTI ONED		Filled up as on 31.3.15	SANCTI ONED		Filled up as on 31.3.15					
				B.U .	A.U .		B.U .	A.U. .		B.U .	A.U .		B.U .	A.U .						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

(Note: Column under "After up-gradation" includes posts "Before up-gradation") It is Mandatory to give details of Pay Scales along with Grade Pay.

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET Kanker (C.G.)	<b>Has DIET submitted self-appraisal Report to NCTE for 2016-17</b>	No
<b>No. of districts created between April 2002 and March 2011</b>	-	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	YES
<b>Whether DIET is</b>	Upgraded	<b>Status of PAC</b>	PAC Made By Diet Kanker
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	WRC/APW 00425/722012/212041/123 <sup>rd</sup> /2 009/158802/Date 03.08.2009/2008	<b>No. of DRCs sanctioned in your District, attach list</b>	Nil
<b>Annual Intake capacity in DIETs</b>	Ist Year 100 IInd Year 100 Total 200	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	07 BRC list Attached
<b>Actual no. of trainees admitted in 2016-17</b>	Ist Year 100		
<b>Address of DIET functional website</b>	dietkanker.scertcg.in	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	137 CRC List Attached
<b>Name, phone and E-mail of Website In-charge</b>	Umesh Giri Goswami 9406438946 dietkanker@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	07 B.E.O. List Attached
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	Shri S.K.Bharadwaj D.E.O. kanker (C.G.) cg.deo.kanker@gmail.com Phone-07868-241313		

## 6.2 PROCESS and Performmace Indicators

Suggested Process Indicators		Suggested Performace Indicators	
1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers & Cluste Resource Centers in the district that it serves ?	स्कूल एवं शिक्षकों का डाटाबेस डाइट में उपलब्ध है।	<b>INPUT / ACTIVITY Measures</b>	
2. Has the DIET conducted a training need analysis for teachers?	हाँ	1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).	Teachers & Students
3. Does the DIET hold regular meetings with a. SSA b. RMSA c. IASE d. CTE e. SCERT	एस.एस.ए. के अन्तर्गत जिला कांकेर के जिला मिशन समन्वयक एवं अन्य अधिकारियों के साथ डाइट की बैठक होती है। एस.सी.ई.आर.टी. रायपुर में डाइट प्राचार्यों की बैठक होती है।	2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )	05 Acedemic Member
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	हाँ	3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)	18 सेट कम्प्यूटर संचालित हैं। इंटरनेट की सुविधा है, डाइट कांकेर का वेबसाईट उपलब्ध है एवं ई-मेल आई डी है।
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	हाँ	4. Average duration of Principalship in the last 5 years.	समय सीमा निर्धारित नहीं है। शासन के आदेशानुसार प्राचार्य परिवर्तित होते रहते हैं।
6. Does the DTET use a Traning Management System ?	भविष्य में Training Management System के लिए साफ्टवेयर का प्रयोग करके बेहतर बनाया जायेगा।	5. % of faculty positions filled	27%
7. Does the DIET conduct research studies related to teacher educators in the erea that it covers ?	किया जायेगा	7. % of new books ( < 3 years old ) in the institution library.	10%

8. What are the areas of research covered?	डाइट कांकर द्वारा शैक्षिक समस्याओं पर क्रियात्मक अनुसंधान किये गये हैं।	<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?	प्रेजेन्टेशन, रिपोर्ट्स, माड्यूल प्रकाशित किये गये हैं।	1. Number of qualified teachers added to the system through DIETS.	95 से 100 प्रतिशत छात्राध्यापक प्रतिवर्ष डी. एड. उत्तीर्ण करते हैं। वर्ष 2016 में 174 छात्राध्यापक परीक्षा में शामिल हुए एवं सभी उत्तीर्ण हुए। परीक्षाफल 100% प्रतिशत।
10. Are there regular faculty development programs for DIET faculty ?	हाँ	2. % of DIET students who cleared the TET.	—
11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?	04	3. No. of modules for training of teachers, etc prepared DIET faculty -	01 माड्यूल
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	मासिक बैठक रखी जाती है तथा रिकार्ड भी रखा जाता है।	4. No. of action research undertaken by the DIET faculty.	वर्ष 2015 में 05 शिक्षकों के द्वारा क्रियात्मक अनुसंधान किये गये।
13. What has been the most talked-about process improvement in the year within the DIET ?	01. डाइट कांकर के भवन की दीवारों पर डी.एड. छात्राध्यापकों द्वारा शैक्षिक चित्रांकन किया गया, जो बहुचर्चित, प्रशंसनीय एवं दर्शनीय रहा। अन्य डाइट, स्कूल एवं शैक्षिक संस्थान ने अनुकरण किया। 02. वाटिका निर्माण	5. No. of resource material developed by DIET faculty for school teachers.	—
		6. No. of faculty of DIETs who underwent capacity development and training programs .	05 अकादमिक सदस्य
		7. Has the DIET prepared the Annual Action Plan 2016-17	हाँ

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
No Grant Received in 12th Plan							
Total				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
<b>Name of course (D.Ed.)</b>	<b>Intake approved by NCTE</b>	<b>Duration of Programme</b>	<b>Actual no. of trainees targetted in 2016-17 as per AWP</b>	<b>Achievements</b>	<b>Shortfalls if any with reasons</b>	<b>Expenditure incurred</b>
D.Ed Ist Year	100	02 Year	95 Students	folk song, story collection/Jivan Vidhya Training/Shodh Yatra/survey work	due to going in other service/institution.	-
D.Ed IInd Year	100	02 Year	93 Students			



B RESEARCH AND ACTION RESEARCH									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
डाइट कांकर के 05 अका. सदस्यों द्वारा क्रियात्मक अनुसंधान	05 क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम को अन्य संस्थाओं तक फैलाकर समस्या का निदान किया जायेगा।				डाइट कांकर के 05 अका.सदस्यों द्वारा क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम को अन्य संस्थाओं तक फैलाकर समस्या का निदान किया जायेगा।	10000.00	1.डाइट कांकर द्वारा किये गये क्रियात्मक अनुसंधान द्वारा डाइट/अन्य संस्था में अध्यापन बेहतर हो सकेगा।
प्रा0शा0/उ0 प्रा0शा0 के 20 शिक्षक द्वारा क्रियात्मक अनुसंधान	20 क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम के आधार पर अध्यापन में सुधार किया जायेगा।				प्रा0शा0/उ0प्रा0 शा0 के 15 शिक्षकों द्वारा क्रियात्मक अनुसंधान	क्रियात्मक अनुसंधान से प्राप्त परिणाम के आधार पर अध्यापन में सुधार।	45325.00	1. शोध किये गये शालाओं के शिक्षकगण स्थानीय समस्याओं को चिन्हांकित करके शालेय समस्याओं का निदान करने में सक्षम हो सकेंगे। 2. शाला में सीखने-सिखाने की प्रक्रिया को सरल बना सकेंगे। 3. विद्यालय की कार्यप्रणाली में सुधार होने से विद्यार्थियों के गुणवत्ता स्तर में वृद्धि होगी।
दशहरा, दीपावली एवं शीतकालीन अवकाश में डाइट के छात्राध्यापकों द्वारा शोध यात्रा	02 शोध यात्रा	शोध से प्राप्त परिणाम के आधार पर अध्यापन में सुधार किया जायेगा।				डाइट छात्राध्यापकों द्वारा शोध यात्रा	शोध से प्राप्त परिणाम के आधार पर अध्यापन में सुधार।	20000.00	1. ग्रामीण क्षेत्र में संचालित शासकीय शालाओं से जानकारी एकत्रित किया जा सकेगा। 2. शालाओं की वास्तविक स्थिति को पता लगाया जा सकेगा। 3. सर्वे से प्राप्त आंकड़ों के आधार पर शाला सुधार हेतु कार्ययोजना बनाई जा सकेगी। 4. डी.एड. छात्राध्यापक शोध कार्य से परिचित हो सकेंगे।
योग								75325.00	

C RESOURCE CENTRE AND DOCUMENTATION								
Function	During 2016-17					Plan for 2017-18		
Resource support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure
Action Research/Other Report (100 Copy)	02		शोध रिपोर्ट को अन्य संस्थाएँ में भेजी जा सकेगी।			शोध यात्रा/क्रियात्मक अनुसंधान/लोकगीत, कहानी	—	50000.00
न्यूज लेटर एवं वार्षिक गतिविधियों का दस्तावेजीकरण	—	—	—	—	—	चयनित शालाओं, शिक्षकों एवं डी०एड० छात्राध्यापकों द्वारा के.प्र. यो. AWP अन्तर्गत किये गये कार्यों का न्यूज लेटर	—	100000.00
Total								150000.00

**D. TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS, VEC, SMC MEMBERS, etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
“प्राथमिक शाला के शिक्षकों के लिए पर्यावरण अध्ययन विषय पर अध्ययन शिविर।	—	<b>02 Baitch, 03 Days Training</b>	01. प्रशिक्षार्थी शिक्षक पाठ्यपुस्तक में दिये गये कठिन प्रश्नों को हल किये। वे पर्यावरण अध्ययन विषय को रुचिकर ढंग से अध्यापन करने में सक्षम हुए। 02. विभिन्न चित्र बनाने एवं मानचित्र बनाने का ज्ञान हुआ। बच्चों को परिवेशीय ज्ञान कराने की दक्षता एवं मानचित्र बनवाने की दक्षता प्राप्त हुई।	—	125560.00	35 सी.ए.सी. 140 प्रा.शा. के शिक्षक कुल 175 प्रतिभागी प्रशि0 दो चरणों में प्रशिक्षण 03-03 दिन, डाइट कांकर में	03+03 कुल 06 दिन	194700.00	1. विभिन्न चित्र बनाने एवं मानचित्र बनाने का ज्ञान हो सकेगा। 2. बच्चों को परिवेशीय ज्ञान कराने की दक्षता आयेगी। 3. पाठ्यपुस्तक में दिये गये प्रश्नों को हल करेंगे। 4. पर्यावरण अध्ययन विषय को रुचिकर ढंग से अध्यापन कर सकेंगे।
माध्यमिक शाला के शिक्षकों का A.L.M. प प्रशिक्षण	उ0प्रा0शा0के 200 शिक्षक	गतवर्ष के 25 उ0प्रा0शा0 के 100 शिक्षकों का 02 दिवसीय उन्मुखीकरण। 25 उ0प्रा0शा0 के 100 शिक्षकों का 05 दिवसीय ए0एल0एम0 प्रशिक्षण। डाइट कांकर में	01. उ0प्रा0शा0 के शिक्षकों को ALM प्रविधियों का ज्ञान हुआ। अध्यापन के दौरान उनका उपयोग कर सकेंगे। छात्र-छात्राओं को सक्रिय रूप से सीखने में सहयोग करेंगे।	—	186135.00	01. गत वर्ष के प्रशिक्षित 25 उ0प्रा0शा0 के 100 शिक्षकों का दो दिवसीय उन्मुखीकरण प्रशि0 एक चरण में। 02. 35 उ0प्रा0शा0 के 140 शिक्षक, प्रशि0 05 दिवसीय दो चरणों में।	02 दिन + 10 दिन कुल 12 दिन	266900.00	01. शिक्षकों को ALM प्रविधियों का ज्ञान होगा, वे कक्षा में अध्यापन के दौरान उनका उपयोग कर सकेंगे। 02. कक्षा में छात्र-छात्राओं को सक्रिय रूप से सीखने का वातावरण शिक्षकों के माध्यम से उपलब्ध हो सकेगा।

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
डी0एड0 छात्राध्यापकों को शाला अवलोकन एवं अध्यापन अनुभव कार्यक्रम में भेजने के लिए प्रधानाध्यापकों एवं शिक्षकों की कार्यशाला	<b>25 teacher + 10 C.A.C.</b> <b>25 Head Master</b>	<b>06 Days</b> <b>02 Days</b>	<ul style="list-style-type: none"> <li>प्र0अ0 के साथ छात्राध्यापकों द्वारा शाला अवलोकन एवं अध्यापन अनुभव कार्यक्रम अवधि के दौरान किये जाने संबंधी कार्यों की चर्चा, निर्देश, सुझाव किया गया।</li> <li>प्रथम सस्था द्वारा 'कमाल' प्रशिक्षण के अन्तर्गत शिक्षकगण प्रशिक्षित हुए।</li> </ul>		35580.00	01. 25 प्रा0शा0 एवं 45 उ0प्रा0शा0 के प्रधान अध्यापकों एवं 20 सी0ए0सी0 को दो दिवसीय उन्मुखीकरण। एक चरण में आवासीय। 02. कमाल विधि से अध्यापन हेतु चिन्हांकित 25 प्रा0शा0 के एक-एक शिक्षक कुल 25 शिक्षक को 06 दिवसीय एक चरण में प्रशिक्षण दिया जायेगा।	02+06 कुल 08 दिन	81075.00	<ul style="list-style-type: none"> <li>प्रधान अध्यापकों के साथ छात्राध्यापकों द्वारा शाला अवलोकन एवं अध्यापन अनुभव कार्यक्रम अवधि के दौरान किये जाने संबंधी कार्यों की चर्चा, निर्देश, सुझाव प्रधान अध्यापकों से करना ताकि उक्त अवधि में प्रशिक्षार्थियों द्वारा सही कार्य हो सके।</li> <li>प्रथम सस्था द्वारा 'कमाल' प्रशिक्षण के अन्तर्गत शिक्षकगण</li> </ul>
प्राथमिक शाला के शिक्षकों के लिए हिन्दी भाषा पर प्रशिक्षण	07 वि0ख0 के 200 "डी" ग्रेड प्रा0शा0 के 01-01 शिक्षक	02 चरण में 05 दिवसीय प्रशिक्षण	1. शिक्षक प्रशिक्षित होकर बच्चों को पढ़ने, आशय समझने एवं अभिव्यक्त करने का तरीका सीखे। उनके अध्यापन से बच्चों में पठन एवं लेखन कौशल का विकास होगा।	—	84875.00	—	—	—	—
मूल्यांकन आधारित शिक्षण हेतु कार्यशाला	—	—	—	—	—	सात विकासखण्ड के समस्त 137 सी0ए0सी0, कार्यशाला दो चरणों में 04 दिवसीय आवासीय होगा, 02 स्त्रोत पुरुष	04 दिन	154785.00	<ul style="list-style-type: none"> <li>विद्यार्थियों के समग्र मूल्यांकन आधारित शिक्षण प्रक्रिया से अवगत होंगे।</li> <li>मूल्यांकन पर आधारित विभिन्न गतिविधियों/उपकरणों के माध्यम से अध्यापन करने में सक्षम हो</li> </ul>

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
डाइट प्रशिक्षार्थियों के लिए बहु-बुद्धि (Multiple Intelligence) कार्यक्रम	—	—	—	—	—	डाइट कांकर के 198 छात्राध्यापक 01. बाल केन्द्रित शिक्षण के लिए विभिन्न गतिविधि 02. छात्राध्यापकों को विभिन्न क्षेत्र में नवीनतम जानकारी देने हेतु अतिथि विशेषज्ञों द्वारा व्याख्यान। 03. सेवापूर्व शिक्षक प्रशिक्षार्थियों को कक्षा अध्यापन के समय विभिन्न कलाओं के उपयोग करने का ज्ञान कराना। 04. अध्यापन के दौरान टी0एल0एम0 निर्माण एवं उपयोग की जानकारी प्रदान करना।	02 दिन 05 दिन चित्र.कला — 02 कागज कला—01 मूर्ति कला—02 लोक नृत्य—05 02 दिन <b>कुल — 19</b>	50000.00	01. कक्षा में बालकेन्द्रित शिक्षण करना सीखेंगे। 02. छात्राध्यापकों को विभिन्न विषयों में नवीनतम शैक्षणिक जानकारी प्राप्त होगी। 03. सेवापूर्व शिक्षक प्रशिक्षार्थियों को कक्षा अध्यापन के समय विभिन्न कलाओं के उपयोग करने का ज्ञान हो सकेगा। 04. कक्षा अध्यापन के दौरान टी0एल0एम0 निर्माण एवं उपयोग की जानकारी हो सकेगी।
आदिवासी क्षेत्र की उच्च प्राथमिक शाला में विद्यार्थियों के विज्ञान विषय में गुणवत्तापूर्ण ढंग से सीखने का विकास करना।	—	—	—	—	—	चयनित 20 उ0प्रा0 शालाओं के विज्ञान विषय के शिक्षक एवं प्रधान अध्यापक, शाला के विद्यार्थी	अप्रैल 2017 से अप्रैल 2018 तक	424600.00	01. बच्चों में विज्ञान की समझ बनेगी। 02. पाठ्यपुस्तक में दी गई एवं अन्य छोटे-छोटे गतिविधियों में विज्ञान की पहचान कर सकेंगे। 03. प्रत्येक विषयवस्तु को प्रायोगिक विधि से सरल कर सीखेंगे। 04. विज्ञान किट से उपलब्ध उपकरणों का विषय आधारित प्रयोग

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
प्राथमिक शाला के शिक्षकों को ई.जी.आर. विधि से अध्यापन हेतु प्रशिक्षण (भाषा हिन्दी, गणित, अंग्रेजी)	—	—	—	—	—	प्रत्येक वि०ख० से 100 प्रतिभागी कुल 200 प्रतिभागी प्रत्येक चरण में 100 प्रतिभागी, प्रशिक्षण 06 दिवसीय, दो चरण में	06 + 06 कुल 12 दिन	277200.00	01. कक्षा पहली एवं दूसरी के बच्चों को खेल-खेल में एवं गतिविधि के माध्यम से पढ़ना व सीखना सिखाने हेतु शिक्षक प्रशिक्षित होंगे। 02. हिन्दी, गणित एवं अंग्रेजी की पाठ्यपुस्तक की विषय सामग्री को ई०जी०आर० विधि द्वारा पढ़ाने हेतु शिक्षकगण प्रशिक्षित होंगे।
प्रशिक्षणों की प्रभावशीलता का सर्वेक्षण						डाइट के अकादमिक सदस्य	02 माह	100000.00	01. डाइट द्वारा शिक्षकों को दिये गये प्रशिक्षणों से सीख कर उसका उपयोग अपनी शाला में अध्यापन के दौरान कर रहे हैं अथवा नहीं, की जानकारी होगी। 02. सीखी गई तकनीक से विद्यार्थियों को होने वाली शैक्षिक गुणवत्ता की जानकारी होगी।

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
राष्ट्रीय साधन सह प्रावीण्य छात्रवृत्ति परीक्षा (NMMSE) के लिए उ.प्रा. शाला के प्रधान अध्यापकों को प्रेरणा ।	620 U.P.S. School's HeadMaster,05 C.A.C. Each Block <b>Total - 655</b>	Block Label Tranning, 01 Day 07 batch	1.राष्ट्रीय साधन सह प्रावीण्य छात्रवृत्ति परीक्षा (NMMSE) के लिए प्र0अ0, बी0आर0सी0 को प्रेरित किया गया जिससे अधिक संख्या में कक्षा 8वीं के विद्यार्थियों को परीक्षा में शामिल करा सके ।	—		608 उ0प्रा0शा0 के प्रधान अध्यापक	बी.आर.सी. एवं सी.ए.सी. के माध्यम से प्रेरित करना ।	—	1. प्रोत्साहित होकर प्रधान अध्यापक अपनी शाला के विद्यार्थियों को राष्ट्रीय साधन सह प्रावीण्य छात्रवृत्ति परीक्षा (NMMSE) के लिए अभ्यास करायेगें । 2. अधिक से अधिक विद्यार्थियों को उक्त परीक्षा में शामिल कराया जायेगा ।

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
डी0एड0 छात्राध्यापकों के लिए जीवन विद्या प्रशिक्षण	200 डी0एड0 छात्राध्यापक	07 दिवस	जीवन विद्या प्रशिक्षण अन्तर्गत डी0एड0 छात्राध्यापकों को जीवन जीने की कला का ज्ञान कराया गया। जिससे वे दैनिक जीवन में उपयोग करेंगे।	—	—	198 डी0एड0 छात्राध्यापक	07 दिवस	—	डी0एड0 छात्राध्यापकों को जीवन जीने की कला का ज्ञान होगा। वे जीवन को समझकर अपना दैनिक कार्य कर सकेंगे।
डी0एड0 छात्राध्यापकों को एन0एस0एस0 गतिविधिया कराना।	50 डी0एड0 छात्राध्यापक	सत्र के दौरान	व्यक्तित्व विकास के लिए विभिन्न क्रियाकलाप कराये गये।	—	—	50 डी0एड0 छात्राध्यापक	सत्र के दौरान	—	डी0एड0 छात्राध्यापकों के व्यक्तित्व विकास के लिए विभिन्न क्रियाकलाप कराये जायेंगे।
डी0एड0 छात्राध्यापकों के द्वारा उपलब्धि सर्वे कराना	60 डी0एड0 छात्राध्यापक	सत्र के दौरान	सर्वे कार्य का ज्ञान हुआ।	—	—	60 डी0एड0 छात्राध्यापक	सत्र के दौरान	—	असर सर्वेक्षण द्वारा प्र0शा0/उ0प्रा0शा0 में शैक्षिक उपलब्धि का सर्वेक्षण कराया जायेगा जिससे बच्चों की गुणवत्ता ज्ञात की जा
असर हेतु छात्राध्यापकों द्वारा सर्वेक्षण कार्य	50 डी0एड0 छात्राध्यापक	सत्र के दौरान	सर्वे कार्य का ज्ञान हुआ।	—	—	50 डी0एड0 छात्राध्यापक	सत्र के दौरान	—	उपलब्धि सर्वेक्षण द्वारा प्र0शा0/उ0प्रा0शा0 में शैक्षिक उपलब्धि का सर्वेक्षण कराया जायेगा जिससे शाला के बच्चों की गुणवत्ता ज्ञात की जा सकेगी।
						200	5 days	200000.00	Science Training for Teachers.
						200	5 days	200000.00	Social Science Training for Teachers.
						300	5 days	300000.00	English Training for Teachers.
<b>Total</b>					#####			<b>1549260.00</b>	



## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2016-17					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
<b>MOOC Workshop</b>	—	—	—	—	—	डाइट कांकर के सभी अकादमिक सदस्य	01. शिक्षकों को शिक्षण की नवीनतम तकनीकों और शिक्षण विधियों से परिचित कराकर शैक्षिक संसाधनों के उपयोग करने में सक्षम बनाया जायेगा। 02. शिक्षक शिक्षण प्रविधियों के व्यावहारिक उपयोग को सीख सकेंगे। 03. विषयवस्तु को नवीनतम तकनीक से सुगमता पूर्वक पढ़ा सकेंगे।	100000.00	01. शिक्षक शिक्षण की नवीन तकनीक सीखकर अध्यापन कर सकेंगे। 02. शिक्षण में शैक्षिक संसाधनों का उपयोग कर शिक्षण को रुचि बना सकेंगे।
<b>Total</b>								<b>100000.00</b>	

G INNOVATIONS									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
डाइट में वाटिका निर्माण	डी.एड. के 190 छात्राध्यापक	01. डाइट के छात्राध्यापकों एवं अन्य शिक्षकों, विद्यार्थियों को औषधीय पौधों का ज्ञान कराना। 02. जीवन में औषधीय पौधों का उपयोग करने हेतु जानकारी देना। 03. शाला में वाटिका निर्माण करने का अभ्यास कराना तथा फूलदार पौधे लगाना।	1. छात्राध्यापकों एवं अन्य विद्यार्थियों को औषधीय पौधों का ज्ञान हुआ। इन्हें बीमारियों में उपयोग करने की समझ बढ़ी। 2. छात्राध्यापक एवं शिक्षक बागीचा तैयार करने के लिए प्रेरित हुए।	—	—	डी.एड. के 198 छात्राध्यापक	1. बागवानी कार्य अन्तर्गत पौधारोपण, निदाई-गुड़ाई, सिंचाई एवं औषधीय पौधों का ज्ञान। 2. औषधीय पौधों का विभिन्न बीमारियों में उपयोग। 3. पौधों का उपयोग अपने जीवन में करना। 4. छात्राध्यापक एवं शिक्षक प्रेरित होकर शाला में बागीचा तैयार करेंगे।	—	1. डाइट के छात्राध्यापकों को औषधीय पौधों का ज्ञान होगा। औषधीय पौधों को विभिन्न बीमारियों में उपयोग करने की समझ बढ़ेगी। 2. छात्राध्यापक एवं शिक्षक प्रेरित होकर अपनी शाला में बागीचा तैयार करेंगे जीवन में पौधों का
विभिन्न विषयों के जानकारी अतिथि विशेषज्ञों द्वारा डी0एड0 छात्राध्यापकों के लिए व्याख्यान	डाइट कांकर के 190 छात्राध्यापक	शैक्षणिक विषयों पर विशेषज्ञों को आमंत्रित कर व्याख्यान आयोजित कराना ताकि छात्राध्यापकों को नवीन जानकारी प्राप्त हो सके।	छात्राध्यापकों को नवीनतम शैक्षणिक जानकारी प्राप्त हुई।	—	—	—	—	—	—

H      CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
LOCAL FOLK Song, Story Collection (Use the stories for learning enhancement)		कांकेर जिला के सात विकासखण्ड (छात्राध्यापकों एवं शिक्षकों द्वारा एकत्रीकरण)				1. कांकेर जिला की संस्कृति से परिचित होना। 2. अलिखित लोककथाओं एवं लोकगीतों का संकलन कर छात्र-छात्राओं तक उपलब्ध कराना।	कांकेर जिला के सात विकासखण्ड (छात्राध्यापकों एवं शिक्षकों द्वारा संकलन)	25000.00	1. कांकेर जिला एवं छ0ग0 की संस्कृति से परिचित हो सकेंगे।
									2. अलिखित लोककथाओं एवं लोकगीतों का संकलन कर छात्र-छात्राओं तक उपलब्ध कराया जा सकेगा।
Total								25000.00	

## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achievements	Shortfall s if any with reasons	Expendit ure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditur e	Expected outcomes
P.S.Samund -Principal (02 Schools)	05visits	04 Hours	मानिटरिंग के दौरान शिक्षकों को सिखाने, सुझाव देने, प्रेरित करने के पश्चात् शैक्षिक गुणवत्ता स्तर बढ़ा। शाला के वातावरण में सुधार हुआ।	—	—	05visits	04 Hours	—	मानिटरिंग के दौरान शिक्षकों को सिखाने, सुझाव देने, प्रेरित करने के पश्चात् शाला के बच्चों का शैक्षिक गुणवत्ता स्तर बढ़ेगा
C.R.Sonwani- Vice Princiapal (04 Schools)	10 visits	04 Hours		—	—	10 visits	04 Hours	—	
Ramgopal Jain- Ass.Pro. (04 Schools)	10 visits	04 Hours		—	—	10 visits	04 Hours	—	
Smt. K.Shrivastava - Lect. (04 Schools)	10 visits	04 Hours		—	—	10 visits	04 Hours	—	
Bala Ram Sinha - Deput.Lect. (04 Schools)	10 visits	04 Hours		—	—	10 visits	04 Hours	—	
Dinesh Chandra Nag - Deput.Lect. (04 Schools)	10 visits	04 Hours		—	—	10 visits	04 Hours	—	

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>Diet Kanker (C.G.)</b>	<b>100 (D.ed Ist Year)</b>	<b>02 Years</b>	<b>100</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

[illegible]

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTION		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				0	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00



## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET KHAIRAGARH	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	NIL
<b>No. of districts created between April 2002 and March 2011</b>	NIL	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	YES
<b>Whether DIET is</b>	UPGRADED	<b>Status of PAC</b>	STAND
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	2510, DATED 08/06/2009	<b>No. of DRCs sanctioned in your District, attach list</b>	1
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	9
<b>Actual no. of trainees admitted in 2016-17</b>	100		
<b>Address of DIET functional website</b>	NIL	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	151
<b>Name, phone and E-mail of Website In-charge</b>	dietkhairagr@gmail.com B.S. Thakur 9300054322	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	9
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	SHRI B.L. KURREY MO. 9826127784 mdmdeorjn@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? NO</p> <p>2. Has the DIET conducted a training need analysis for teachers? YES</p> <p>3. Does the DIET hold regular meetings with</p> <p>a. SSA YES</p> <p>b. RMSA NO</p> <p>c. IASE NO</p> <p>d. CTE NO</p> <p>e. SCERT YES</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? NO</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? NO</p> <p>6. Does the DIET use a Training Management System ? YES</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? NO</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). Average 130</p> <p>2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 10</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) Yes</p> <p>4. Average duration of Principalship in the last 5 years. 4 YEAR</p> <p>5. % of faculty positions filled 21%</p> <p>6. % of new books ( &lt; 3 years old ) in the institution library. 30%</p>

<p>8. What are the areas of research covered? NO</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.? NO</p> <p>10. Are there regular faculty development programs for DIET faculty ? 2 TIMES</p> <p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? 4</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? WEEKLY</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ? NO</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETS. 50</p> <p>2. % of DIET students who cleared the TET. Not Known</p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - 7</p> <p>4. No. of action research undertaken by the DIET faculty. NIL</p> <p>5. No. of resource material developed by DIET faculty for school teachers. NIL</p> <p>6. No. of faculty of DIETs who underwent capacity development and training progams . 04</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17. YES</p>
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### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
DIET - KHAIRAGARH	0	0	0	0	0	0	
<b>Total</b>				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	One Year	100	100	NIL	-
2. D.Ed 2st year	100	One Year	96	-	NIL	

## B RESEARCH AND ACTION RESEARCH

[illegible]



<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Documentatio n of best Activities	9	-	-	-	-	9	3	90000.00	Best Activities Will Disseminate During Teacher Training So That More Teacher Could Apply In Their School
<b>Total</b>	<b>9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>3</b>	<b>90000.00</b>	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Subject based Training of UPS teacher	300	5 Days	80%	-	353223	200	6 Days	300000	Subject Teacher Will Perform Better
Orientation Of PS And UPS H.M. On ELM	100	5 Days	70%	-	50000	100 PS 100 UPS	3 Days	150000	Smoothly Conduction Of Schools
Jawahar Navodaya School Entrance Coaching	90 Center	2 Month	-	-	-	-	-	-	-
Orientation Of PS H.M. On New D.ed Syllabus	100	5 Days	-	-	-	-	-	-	-
Orieantation Of CAC And Supervisor Of DWCD	302	2 Days	-	-	-	241	2 Days	120500	Enrolment Of Students In Class 1 Will Increase
PS/UPS Teacher Training On ALM	100	5 Days	-	-	-	50	5 Days	62500	For Enhancing Teaching Learning Process

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Kala Siksha Workshop	70	9 Days	-	-	-	100	5 Days	50000	Teaching Learning will be more interesting
Meeting of BRC & CAC	160	14 Days In a Year	60%	-	75000	160	16 Days	192000	Coordination With S.S.A Functionary Will Be Strong
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.
<b>Total</b>					<b>478223</b>			<b>1575000</b>	

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

<b>G INNOVATIONS</b>									
Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
Camal Method for PS Level	125	To know the achievement level of students before teaching	100	-	50617	125	To know the achievement level of students before teaching	125000	Remedial Teaching
Mobile Science Lab	50 Schools	Making Science Easy and Interesting	95%	-	69049	50 Schools	Making Science Easy and Interesting	75000	To Develop Interest in Science
Preparation for National Merit cum Mean Scholarship	60	To Enable the teachers for NMMS Coaching	-	-	-	15 School	To Enable the teachers for NMMS Coaching	50000	Students will be select in NMMS
Orientation of C&D grade Schools H.M.	200 H.M.	For Quality Reform	95%	-	51935	-	-	-	-
Traing On EGR For D.Ed. 2nd Year Student And Practice Schools Teacher	-	-	-	-	-	125	To Strengtheg Reading, Writing And Early Maths Of Studens	112500	Students Will Able To Read, Write And Solve Maths
<b>Total</b>					<b>171601</b>			<b>362500</b>	

<b>H</b>	<b>CONTENT &amp; MATERIAL DEVELOPMENT</b>
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[illegible]

## I ON-SITE SUPPORT TO TEACHERS

[illegible]



**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>DIET KHAIRAGARH</b>	<b>100</b>	<b>2 Year</b>	<b>100</b>

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contributi on 2017- 18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
A	EXISTING DIETs/DRCs									
1	Strengthening of phsical infrastructure (i) Civil Works	-	-	-	-	-	-	-	-	-
	(ii)Equipments	-	-	-	-	-	-	20.00	8.00	12.00
2	programmes and activities				2.61			26.87	10.75	16.12
3	Salary of faculty and staff sanctioned and filled up after up- gradation				77.55			93.00	37.20	55.80
4	Faculty Development				0.00			2.00	0.80	1.20
5	Contingency				3.72			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION									
12	Hardware support									
13	Purchase of hub/switch									
14	One-time orientation/training of teacher educators									
15	Additional support/maintenance							2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DISTRICT INSTITUTE OF EDUCATION & TRAINING KORBA ( C.G )	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	Yes
<b>No. of districts created between April 2002 and March 2011</b>	27	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	Formed
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	F.no.WRC/APP2677(D.El.Ed.) 263rd/CG/2016/176614 Date 5-12-16	<b>No. of DRCs sanctioned in your District, attach list</b>	No
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	06, Attached
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>		<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	118, Attached
<b>Name, phone and E-mail of Website In-charge</b>	P.K.Kaushik, m.no.7587499794, email- pkkaushik@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	05, Attached
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	D.K.Kaushik,D.E.O. Korba. M.no. 9406438245		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? Yes</p> <p>2. Has the DIET conducted a training need analysis for teachers? Yes</p> <p>3. Does the DIET hold regular meetings with SSA ( Yes, according to needs and direction of SCERT Raipur ) b. RMSA c. IASE d. CTE e. SCERT</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? Yes</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? Yes</p> <p>6. Does the DIET use a Training Management System ? No</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? Yes</p> <p>8. What are the areas of research covered? Curriculum, Language development, etc.</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentations, reports, newspaper / journal articles, book etc.? Quarterly</p> <p>10. Are there regular faculty development programs for DIET faculty ? Yes</p> <p>11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? 05</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? Once in Month.</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ? No, Yes</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). There is no Resource Center</p> <p>a. 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) All Faculty Members.</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) Yes</p> <p>4. Average duration of Principalship in the last 5 years. 25/41</p> <p>5. % of faculty positions filled 61%</p> <p>6. % of new books ( &lt; 3 years old ) in the institution library. 10%</p> <p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs. 100%</p> <p>2. % of DIET students who cleared the TET. 30%</p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - 12</p> <p>4. No. of action research undertaken by the DIET faculty. 12</p> <p>5. No. of resource material developed by DIET faculty for school teachers. 07</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs . 10</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17. Yes</p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount in laks	Amount of Grant Utilized	% of Grant Utilized	Remark
Korba	2005-06	Building	1	7500000	7500000	100%	
Korba	2006-07	Building	2	7500000	7500000	100%	
<b>Total</b>				15000000	15000000	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)



**6.5 FUCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 Year	100	100	due to short attendance	nill
2. D.Ed 2st year	100	1 Year	100	86	due to short attendance	nill

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
1 Action Research	36	Research has universalised in schools	80		106,077	50	Research would be universalised in schools	1.50 laks	capacity & competency development of teachers and quality improvement of education.
Total	36		80		106,077	50		1.50 laks	

## C RESOURCE CENTRE AND DOCUMENTATION

[illegible]

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure ( in Laks )	Expected outcomes
1.Child Protection orient.	118	1 day	nil	0	0	0	0	0	0
2.math & EVS trng for ps teachers	600	5 days	298	0	595425	0	0	0	0

3.story telling of creativity	600	5 days in 3 batches	181	0	235181	0	0	0	0
Training for Primary teachers in Activity based Teaching	0	0	0	0	0	600	5 days in 6 batches	3	
5.Know about sanskrit language	0	0	0	0	0	50	5 days	0.6	
6.BEO/BRC..orient	0	0	0	0	0	50	every month	0.5	
7.Orient.of focus schools ( Dr. APJ)	0	0	0	0	0	600	5 days in 6 batches	3	
8.PLC teacher orient.	0	0	0	0	0	236	5 days in 3 batches	2	

Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure ( in Laks )	Expected outcomes
9.Science Training	534	5 days in 6 batches	0	0	0	10 schools	5 days	1.7	
10.Community participation	0	0	0	0	0	500	1 day in 5 places	0.75	
11.Padagogy based skill development	0	0	0	0	0	100	5 days	1	
12.health & hygen edu.for KGBV girls	0	0	0	0	0	500	1 day in 5 places	0.5	
13.Art & Craft for aashram schools	0	0	0	0	0	500	1 day in 5 places	1	
						200	5 days	2	Science Training for Teachers.
						200	5 days	2	Social Science Training for Teachers.
						300	5 days	3	English Training for Teachers.

21.05

**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DITE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
<b>1.DIET KORBA</b>	14	To learn computer & photography	14	0	1.0 laks	0	0	0	0
<b>2.DIET KORBA</b>	0	0	0	0	0	10	Exposure visit in M.P. Bhopal	1.0 laks	capacity building of DIET Facuality

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2015-16					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teacher educators proposed to be covered as per AWP 2016-17	Brief objective of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
1 Computer literacy prog.	100	trained in operating computer	88		1.14 Lacs	100	traing.for operating system	1.0 laks	teachers will learn & operate comp.
2 MOOC	0	0	0	0	0	215	traing.for operating system	1.0 laks	teachers will learn & operate comp.

**G INNOVATIONS**

Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
<b>1.Honour for excellent teachers</b>	100	Appriciate the teacher for doing innovation	work is now in process	0	1.0 laks	100	Appriciate the teacher for doing innovation	0.40 laks	teacher will appreciate for doing best education
<b>2. CVMS prog. For dist.jail prisoners</b>	0	0	0	0	0	280	to improve their value education	0.15 laks	prisoners becomes idial citizan and develop there positive attitude



<b>H CONTENT &amp; MATERIAL DEVELOPMENT</b>									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
<b>1.published newsletter &amp; annual magazine</b>	1000	ps/ups school in korba	work is now progress	0	1.25 laks	<b>1000</b>	ps/ups school in korba	1.0 laks	to gain knowledge about DIET activities
<b>2.develop (ICT) teaching learning material &amp; module for traing.</b>	0	0	0	0	0	<b>100</b>	teachers of ps/ups	2.0 laks	improve in education quality/techniques
<b>3.science lab</b>	0	0	0	0	0	0	0	1.0 lacks	develop TLM

## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
<b>1.School monitoring</b>	100 ps +100 ms=200 schools	6 hrs	in progress	0	1.0 laks	100 ps +100 ms=200 schools	6 hrs	3.0 laks	to develop/increase education quality

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>KORBA</b>	<b>100</b>	<b>2 years</b>	<b>100</b>

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

[illegible]

### 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

#### Salary Claim for New DIET 2016-17

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	<b>District Institute of Education and Training Korea, Baikunthpur, Chhattisgarh</b>	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	-
<b>No. of districts created between April 2002 and March 2011</b>	27	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	<b>Yes</b>
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	<b>Formed and functioning</b>
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	F.No. WRCAPP1442/169th/2012/94416	<b>No. of DRCs sanctioned in your District, attach list</b>	List attached in last page
<b>Annual Intake capacity in DIETs</b>	First Year - 100 Second Year - 100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of</b>	No. of BRC - 05 (1) BRC Baikunthpur - Mr. Nilesh Shukla -
<b>Actual no. of trainees admitted in 2016-17</b>	First Year - 100 Second Year - 96 Total - 196		
<b>Address of DIET functional website</b>	dietkorea.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	
<b>Name, phone and E-mail of Website In-charge</b>	Mr. D.Razdan Mo.No. - 08103018488 deepakrazdan1@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	No. of B.E.O. - 05 (1) B.E.O. Baikunthpur - Mr. Birbal Rajwade - 7828448825 Block - Baikunthpur, Distt. - Korea, C.G. Pincode - 497335 (2) B.E.O. Khadganwa - Miss. B.Bara - 8827810460 Block - Khadganwa, Distt. - Korea, C.G. Pincode - 497449 (3) B.E.O. Manendragarh - Mr. S.K. Mishra - 9425256778 Block - Manendragarh, Distt. - Korea, C.G. Pincode - 497442 (4) B.E.O. Sonhat - Mr. Sobhnath Singh - 8462891852 Block - Sonhat, Distt. - Korea, C.G. Pincode - 497339 (5) B.E.O. Bharatpur - Mr.Vineet Singh - ----- Block - Bharatpur, Distt. - Korea, C.G. Pincode - 497
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	Mr.Rakesh Pandey Phone No. 07836-232241 Mo.No. - ----- rmsa.korea@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ?</p> <p>2. Has the DIET conducted a training need analysis for teachers?</p> <p>3. Does the DIET hold regular meetings with</p> <p>SSA - yes</p> <p>b. RMSA - yes</p> <p>c. IASE - n-a</p> <p>d. CTE - n-a</p> <p>e. SCERT - yes</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? Yes</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? Yes</p> <p>6. Does the DIET use a Training Management System ? Yes</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? Yes</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). <b>APPROXIMATELY 50 VISITORS</b></p> <p>a. 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) <b>MORE THAN 10 VISITS</b></p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) <b>FUNCTIONING COMPUTERS 5, INTERNET CONNECTION - Not Working</b></p> <p>4. Average duration of Principalship in the last 5 years. <b>3 YEARS</b></p> <p>5. % of faculty positions filled 70%</p> <p>6. Average age and experience of faculty - <b>50 years Experience 8 years of 6 faculty Members &amp; Rest of Three Having One year Experience</b></p> <p>7. % of new books ( &lt; 3 years old ) in the institution library. <b>3000</b></p>
<p>8. What are the areas of research covered?</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?</p> <p>10. Are there regular faculty development programs for DIET faculty ?</p> <p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs. 100</p> <p>2. % of DIET students who cleared the TET. <b>35 %</b></p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - <b>20</b></p> <p>4. No. of action research undertaken by the DIET faculty. 30</p> <p>5. No. of resource material developed by DIET faculty for school teachers. <b>10</b></p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs. 03</p> <p>7. Has the DIET prepared the Annual Action Plan 2015-16. <b>YES</b></p>



### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2014-15 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
<b>DIET KOREA</b>	2005-06	BUILDING	1	7500000	7500000	100%	Institution needs , computer lab, parking shed, extra toilets and 1 multipurpose hall
	2006-07	BUILDING	1	7500000	7500000	100%	
	2007-08	NIL	1	Not received	Not received	Nil	
	2008-09	NIL	1	Not received	Not received	Nil	
	2009-10	NIL	1	Not received	Not received	Nil	
	2010-11	NIL	1	Not received	Not received	Nil	
	2011-12	NIL	1	Not received	Not received	Nil	
	2012-13	NIL	1	Not received	Not received	Nil	
	2013-14	NIL	1	Not received	Not received	Nil	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2015-16 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 Year	100	100	Nil	426800 =00 ( Desk & Bench )
2. D.Ed 2st year	100	1 Year	100	94	Nil	Nil

[illegible]

<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resource support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
BOOKS,	4	12				BOOKS, 1000	200	100000	संस्थान के पुस्कालय को आवश्यकतानुसार समृद्ध करने हेतु
TLM	40	50				300	100	60000	The creativity of the teaches and students would enhance. Development of better understandigs
ALM मार्गदर्शिका	200	10				Subject based ACTIVE MODELS	50	100000	Development of better understandigs
कक्षा कक्ष प्रबंधन	300	10				500		100000	
शिक्षा अधिकार अधिनियम संक्षिप्त परिचय	300	5				200		75000	
<b>TOTAL</b>					0.00			<b>435000</b>	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS, VEC, SMC MEMBERS etc.**

S.N	Function	During 2016-17					Plan for 2017-18			
1	Nature of Programme	No. of participants proposed to be covered as per AWP 2015-16	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
2	संकुल शैक्षिक समन्वयकों का क्षमता निर्माण	81 (उक्त संख्या में 40 लोगों का प्रथम चरण में प्रशि0 पूर्ण)	5 दिवस	बेहतर मानिट्रिंग तथा सहयोग से गुणवत्ता युक्त शैक्षिक वातावरण का निर्माण हो सका है	निरंक	52012	संकुल शैक्षिक समन्वयकों का क्षमता निर्माण 81	5 दिवस	100000.00	बेहतर मानिट्रिंग तथा सहयोग से गुणवत्ता युक्त शैक्षिक वातावरण का निर्माण
3	कक्षा में एक्टिव लर्निंग प्रविधियों को लागू करना	257	05 दिवस	रटने रटाने के बजाए समझ आधारित शिक्षण को प्रोत्साहन मिल रहा है		337650	300	35 दिवस	100000.00	
4	कक्षा कक्ष प्रबंधन	297	05 दिवस	कक्षा-कक्ष परिस्थिति में बेहतर प्रबंधन व बाल मनोविज्ञान की समझ विकसित करते हुए शिक्षण अधिगम प्रक्रिया को बेहतर बनाने में सक्षम करना।	निरंक	383268	300	06 दिवस	100000.00	शिक्षण की नवाचारी पद्धति से शिक्षा गुणवत्ता में सुधार
5	कला एवं व्यावसायिक शिक्षा	194	10 दिवस	छात्राध्याकों को शिक्षा के अलावा व्यवसाय से जोड़ने का प्रयास	कार्य किया जाना शेष है	0	200 छात्राध्याकों को शिक्षा के अलावा व्यवसाय से जोड़ने का प्रयास	10 दिवस	100000.00	छात्राध्याकों को शिक्षा के अलावा व्यवसाय से जोड़ने का प्रयास
6	क्रियात्मक अनुसंधान	20	3	कार्य पूर्ण	निरंक	77956	30	03 दिवस	100000.00	यौन उत्पीड़न आदि पर देश में प्रचलित नियमों की जानकारी देने से जागरूकता का भाव उत्पन्न होगा

S.N	Function	During 2016-17					Plan for 2017-18			
1	Nature of Programme	No. of participants proposed to be covered as per AWP 2015-16	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
10	ए.पी.जे.अब्दुल कलाम के अंतर्गत प्रा.एवं उच्च. प्रा.सी.एवं.डी. ग्रेड के शालाओं के शिक्षकों उन्मुखीकरण	700	6 Days	कार्य पूर्ण	निरंक	993580	ए.पी.जे.अब्दुल कलाम के अंतर्गत प्रा.एवं उच्च.प्रा.सी.एवं.डी. ग्रेड के शालाओं के शिक्षकों उन्मुखीकरण400 (200 प्रा0 वर्ग एवं 200 उ0प्रा0 वर्ग)	06 दिवस	100000.00	आवश्यकता आधारित प्रशिक्षणों के द्वारा शैक्षिक गुणवत्ता के लक्ष्य को हासिल करना।
							सी.व डी. ग्रेड की शालाओं की एस.एम. सी. का उन्मुखीकरण	3 दिवस	100000.00	
							माड्युल निर्माण 60 प्रतिभागी	10 दिवस	100000.00	प्रस्तावित प्रशिक्षणों के लिए माड्युल का निर्माण एवं प्रकाशन
							अकादमिक सदस्यों का क्षमता निर्माण अंतर्राज्यीय भ्रमण	15 Days	100000.00	अकादमिक सदस्यों की कार्यशली में एक सकारात्मक परिवर्तन आयेगा।
							विज्ञान विषय का प्रशिक्षण उच्च प्राथमिक	06 Days	100000.00	विज्ञान विषय की अवधारणा स्पष्ट हो सकेंगी
							हिन्दी अंग्रेजी भाषा का प्राथमिक स्तर का प्रशिक्षण	6 Days	100000.00	भाषा के कौशल विकास करने में सहायक होगा।

S.N	Function	During 2016-17					Plan for 2017-18			
1	Nature of Programme	No. of participants proposed to be covered as per AWP 2015-16	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
							हिन्दी अंग्रेजी भाषा का उच्च प्राथमिक स्तर का प्रशिक्षण	6 Days	100000.00	भाषा के कौशल विकास करने में सहायक होगा ।
							कस्तुरबा गाँधी बालिका विद्यालय के अधीक्षिकाओं का प्रशिक्षण	6 Days	100000.00	आश्रम में रहने वाली बालिकाओं के स्वच्छता स्वास्थ्य एवं यौन शोषण के विरुद्ध जागरूकता
							टी.एल.एम. निर्माण	10 Days	100000.00	सहायक शिक्षण सामग्री के उपयोग का सही मार्ग दर्शन प्राप्त हो सकेगा ।
							200	5 days	200000.00	Science Training for Teachers.
							200	5 days	200000.00	Social Science Training for Teachers.
							300	5 days	300000.00	English Training for Teachers.
	<b>Total</b>					<b>1844466</b>			<b>1400000.00</b>	



## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2016-17					Plan for 2017-18			
Eg. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programme	Number of teacher eductors proposed to be covered as per AWP 2015-16	Brief objective of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
Computer literacy programme	300	To enable CAC & teachers work on computer	अपूर्ण	वार्षिक परीक्षाओं की तिथि घोषित हो जाने के कारण	Nil	381	To enable CAC & teachers work on computer	50000	
<b>Total</b>					<b>NIL</b>			<b>50000</b>	

## G INNOVATIONS

[illegible]

H CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2015-16	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
		डी.एड. प्रथम एवं द्वितीय के छात्राध्यापक	पाठ्येत्तर क्रियाकलाप से छात्रों को शिक्षा के अन्य स्रोतों के प्रति जानकारी में विकास होगा		संत्रात तक पूर्ण किया जावेगा।	माइगूल निर्माण कार्यशाला	विषय शिक्षक	100000	शिक्षकों की मूल्यांकन क्षमता एवं छात्रों के उलब्धि स्तर में सुधार।
ग्रामीण क्षेत्रों के विद्यालयों में शैक्षिक गुणवत्ता प्रबंधन		जिले के समस्त समस्त विकास खण्ड के ग्रामीण विद्यालय	शिक्षकों की कार्यशैली में बदलाव आने की अपेक्षा है।		संत्रात तक पूर्ण किया जावेगा।	ग्रामीण क्षेत्रों के विद्यालयों में शैक्षिक गुणवत्ता प्रबंधन	जिले के समस्त समस्त विकास खण्ड के ग्रामीण विद्यालय	50000	शिक्षकों की कार्यशैली में बदलाव आने की अपेक्षा है।
न्यूज लेटर			गतिविधियों का प्रचार प्रसार		संत्रात तक पूर्ण किया जावेगा।	न्यूज लेटर		100000	गतिविधियों का प्रचार प्रसार
पत्रिका प्रकाशन			लेखन कौशल में वृद्धि और साहित्यिक अभिरुचियों का विकास		संत्रात तक पूर्ण किया जावेगा।	पत्रिका प्रकाशन		100000	लेखन कौशल में वृद्धि और साहित्यिक अभिरुचियों का विकास
<b>Total</b>								<b>350000</b>	

## I ON-SITE SUPPORT TO TEACHERS

[illegible]

**J PRE-SERVICE PROGRAMMES:DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17**

S.No.	Name of DIET	Intake approved by NCTE	Duration of programme	Actual no. of trainees admitted in 2016-17
1	DIET KOREA	100	2 YEARS	100

## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.No.	Head of Expenditure	2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balane as on 31.03.2017	Total proposed 2017-18	State contribution 2017-18	Claim from Goi (2017-18)
			Central Share	State Share	Central Share	State Share				
<b>A</b>	<b>EXISTING DIETs/DRCS</b>									
<b>1</b>	Strengthening of phsical infrastructure (i) Civil Works						All Spent Work of Boundry wall Completed			
							Amount Transferd to P.W.D. work Under Process			
	(ii)Equipments							20.00	8.00	12.00
<b>2</b>	programmes and activities				8.96			30.65	12.26	18.39
<b>3</b>	Salary of faculty and staff sanctioned and filled up after up-gradation				75.86			91.00	36.40	54.60
<b>4</b>	Faculty Development				0.03			2.00	0.80	1.20
<b>5</b>	Contingency				2.92			15.00	6.00	9.00
<b>D</b>	<b>TECHNOLOGY IN</b>									
<b>12</b>	Hardware support									
<b>13</b>	Purchase of hub/switch									
<b>14</b>	One-time orientation/ training of teacher educators									
<b>15</b>	Additional support/ maintenance							2.00	0.80	1.20
<b>Total</b>								<b>160.65</b>	<b>160.65</b>	<b>96.39</b>

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13,&16,to the extent	State Contribution on after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIONED		Filled up as on	SANCTIONED		Filled up as on	SANCTIONED		Filled up as on	SANCTIONED		Filled up as on						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00



## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	MAHASAMUND	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	one
<b>No. of districts created between April 2002 and March 2011</b>	NO	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	yes
<b>Whether DIET is</b>	UPGRADED	<b>Status of PAC</b>	Formed
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	NCTE letter no.f.no./inspection/cg/166th/2012/936 37/date 01.08.2012	<b>No. of DRCs sanctioned in your District, attach list</b>	0
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	No. of BRC 5 List Attached
<b>Actual no. of trainees admitted in 2016-17</b>	100		
<b>Address of DIET functional website</b>	DIET MAHASAMUND 07723-224781	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	No. of CRC 120
<b>Name, phone and E-mail of Website In-charge</b>	07723-224781	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	No. of BEO 5 List Attached
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>	dietmahasamund@gmail.co		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers & Cluster Resource Centers in the district that it serves ?	Yes	<b>INPUT / ACTIVITY Measures</b>	
2. Has the DIET conducted a training need analysis for teachers?		1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).	Teacher use Library
3. Does the DIET hold regular meetings with a. SSA b. RMSA c. IASE d. CTE e. SCERT	Yes	2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )	7
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?	Yes	3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)	yes
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?	Yes	4. Average duration of Principalship in the last 5 years.	
6. Does the DIET use a Training Management System ?	Yes	5. % of faculty positions filled	40%
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?	No	7. % of new books ( < 3 years old ) in the institution library.	4000
8. What are the areas of research covered?	Quality improvement of education in district	<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty-conference/ seminar, presentations, reports, newspaper / journal articles, book etc.?	News letter, magazine	1. Number of qualified teachers added to the system through DIETs.	1800
10. Are there regular faculty development programs for DIET faculty ?	No	2. % of DIET students who cleared the TET.	50%

11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?	NO	3. No. of modules for training of teachers, etc prepared DIET faculty -	15
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	2 each month	4. No. of action research undertaken by the DIET faculty.	0
13. What has been the most talked-about process improvement in the year within the DIET ?	CCE Training	5. No. of resource material developed by DIET faculty for school teachers.	NO
		6. No. of faculty of DIETs who underwent capacity development and training progams .	No
		7. Has the DIET prepared the Annual Action Plan 2013-14.	

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2015-16 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Mahasamund	2005	For building	1	4500000	4500000	50	—
	2007	For building	2	4500000	4500000	50	—
<b>Total</b>				9000000	9000000	100	—

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 YEAR (FIRST YEAR)	100	98	selected else where	100000
2. D.Ed 2st year	100	1 YEAR (SECOND YEAR)	100	96	selected else where	100000
					<b>Total</b>	<b>200000</b>

<b>B</b>	<b>RESEARCH AND ACTION RESEARCH</b>	
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[illegible]



<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Document of Action research	1	0	1	0		1	2	50000	Development of reading skill of teachers and students
Magazine	0	0		0		1	1	100000	
News Letter	0	0		0		1	1	50000	
Brochures	0	0		0		0	0	0	
<b>Total</b>			1		<b>0</b>			<b>200000</b>	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17						Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2015-16	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Nature of Programme	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Sanskrit Training for UPS Teacher	500 Teachers	25 Days	230 Teachers			Cluster wise orientation of SMC Members	480	2 Days	100000	To Strengthen SMC Members for Improvement quality education
Training of CAC of C & D grade Cluster	540 H.M.	8 Days	80 CAC			Workshop on Art and Art Work	PS-120 Teacher UPS-120 Teacher	8 Days	100000	Development of Art & crop work
Training of Sanitation & Health for KGBV	300 student	3 Days	300 Student			Class Management	150 Teachers	6 days	40000	Knowledge of effective & Ideal class
Communicative English	200 Teachers	8 Days	135 Teachers			Community Participation at village level (5 vill. 1 each block)	Community Member & Teachers	2 Days	100000	To improve of relation between school and Community
						Assessment and Evaluation workshop of PS and UPS teachers	300	3days	100000	proper maintainig and keeping of children"s achievement record ,identification learning level and make progress

[illegible]

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

[illegible]

<b>H</b>	<b>CONTENT &amp; MATERIAL DEVELOPMENT</b>
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[illegible]

## I ON-SITE SUPPORT TO TEACHERS

[illegible]



## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.N o.	Head of Expenditure	Central asistance in 2017-18	Expenditure incurred		Unspent Balance as on 31.03.2016	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017- 18)
			Central share	State Share				
A	EXISTING DIETs/DRCs							
1	Strengthening of phsical infrastructure (i) Civil Works (ii)Equipments					Equipments 20Lakhs	8.00	12.00
2	programmes and activities		4.23			31.14	12.46	18.68
3	Salary of faculty and staff sanctioned and filled up after up-gradation		95.63			115.00	46.00	69.00
4	Faculty Development		0			2.00	0.80	1.20
5	Contingency		1.99			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION						0.00	0.00
12	Hardware support						0.00	0.00
13	Purchase of hub/switch						0.00	0.00
14	One-time orientation/training of teacher educators						0.00	0.00
15	Additional support/maintenance					2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET NAGRI	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	NO
<b>No. of districts created between April 2002 and March 2011</b>	NO	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	YES
<b>Whether DIET is</b>	UPGRADED 2005	<b>Status of PAC</b>	YES
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	YES	<b>No. of DRCs sanctioned in your District, attach list</b>	NO
<b>Annual Intake capacity in DIETs</b>	1st year - 2units + 2nd year 2units	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	04 ATTACHED
<b>Actual no. of trainees admitted in 2016-17</b>	99+97		
<b>Address of DIET functional website</b>	dietnagari.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	81ATTCHED
<b>Name, phone and E-mail of Website In-charge</b>	shri K.K.Kashyap web: dietnagari@gmail.com	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	04 ATTACHED
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	shri P.K.Baghel deodmt@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? YES</p> <p>2. Has the DIET conducted a training need analysis for teachers? YES</p> <p>3. Does the DIET hold regular meetings with</p> <p>a. SSA YES</p> <p>b. RMSA YES</p> <p>c. IASE</p> <p>d. CTE</p> <p>e. SCERT YES</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same? YES</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them? YES</p> <p>6. Does the DIET use a Training Management System ?YES</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ? YES</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). 396</p> <p>2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 23</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) 01</p> <p>4. Average duration of Principalship in the last 5 years. 02YEARS</p> <p>5. % of faculty positions filled 53%</p> <p>6. % of new books ( &lt; 3 years old ) in the institution library. 38%</p>
<p>8. What are the areas of research covered? TEACHERS MOTIVATIONAL AND SMC CLASSROOM PROCESS</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentations, reports, newspaper / journal articles, book etc.? NO</p> <p>10. Are there regular faculty development programs for DIET faculty ?YES</p> <p>11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits? NO</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ? YES</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ? YES</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs. 09</p> <p>2. % of DIET students who cleared the TET. 15%</p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty - 17</p> <p>4. No. of action research undertaken by the DIET faculty. 32</p> <p>5. No. of resource material developed by DIET faculty for school teachers. 55</p>

	6. No. of faculty of DIETs who underwent capacity development and training progams . 05
	7. Has the DIET prepared the Annual Action Plan 2016-17. YES

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
NAGRI ,DHAMTARI,CG	2004-05	DIET BUILDING, GIRLS HOSTEL, PRINCIPAL QUARTERS	2	90 LAKH	90LAKH	100%	
<b>Total</b>				0	0	1	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)



**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	2UNITS	2YEARS	100	99	OTHER JOB	
2. D.Ed 2st year	2UNITS		100	97	OTHER JOB	

<b>B RESEARCH AND ACTION RESEARCH</b>									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Disseminat ion details (How was the research used)	Achieveme nts	Shortfalls if any with reason	Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcome s
1Research	1	in classroom process	1	0	10,000	0	0	0	
Action Research	35	in classroom process	30	not submitted by teachers	60000	20	overcome to classroom process	100000	teachers will identify schools problems
3									
Total					70000			100000	

<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
audio videos materials	100	10	100		100000	50	100	85000	development of study materials for teachers
educational magazine	3	2000	1869	distributing problems	100000	0	0	0	development of study materials for teachers
					200000			<b>85000</b>	

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
social science workshop	160	16 days	119		27820	40	4 days	48424	Maps Reading Skill
CAC orientation programme about there roll and responcebility	81 CACs	10 days in 02 stage	programe falls in Febury 2017	0		81 CACs	05 days in two face	100000	01.capacity building about there roll.02.if known new idia better performance in own work.03.to make efective
workshop on hindi language at primary level	60	8 days	52 ps teachers		7120	88	3+5 days	129610	Improvement in effeciency of language to Teachers and Students
workshop on english at upper primary level	40	05 days	31		6610	0	0	0	0

<b>workshop on mathes at primary level</b>	90	15 days	77		21830	40	6 days	60175	To bring Changes in Class room Process and Preparing resources Teachers
<b>HM workshop on prim.and upper prim.head teachers</b>	25	4 days	19	0	<b>4010</b>	65	3 days	57711	01.capacity building in teachers. 02.better performance with children. 03.to understanding subject nature.
<b>workshop on ENVIRNMENT at primary level</b>	25	03 days	19	0	<b>3470</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
carrier and guidances for teachers and ded student,tet,	0	03 day	programe follows in feb 2017	0	0	0	<b>0</b>	<b>0</b>	<b>0</b>
seminar on pridly old indian educational history specialy refrencess of current educational challenges (motivational program)	100	03 day	nill	0	77000	100	02 day	70000	01.teacher known old indian pridly educational history.02.to awaer and undaestading meaning of teachers.03.teac hers starting

monthly meeting for quality education with beo,brc and brp. CACs	144	Annual 12 day	115	0	10000		annual 12 day	67500	01.to discussion and review about variess training programme.02. making new stratigee for acadmic activities.03 share experience to each others.
comics and cartoons work shop for teachers and student	120	15 days	0	Not Done	0	0	0	0	0
science teaching through activity with the help of APF Dhamtari (long term programe)	160	16 days	0	0	0	0	0	0	0
maths workshop for ps&ups teachers with the help of APF Dhamtari (long term programe)	160	16 days	0	0	0	0	0	0	0

so.science workshop for ups teachers with the help of APF Dhamtari ( <b>long term programme</b> )	160	16 days	0	0	0	0	0	0	0
language training(hindi,Engl ish) with the help of APF Dhamtari ( <b>long term programme</b> )	40	16 days	0	0	0	0	0	0	0
In language teaching the various forms of literature and their importance in Hindi teaching for M.S. Teachers	120	5 days	0	0	0	0	0	0	0
Workshop for innorative teachers in the District	60	5 days	nill	Not Done	0	50	2 days	66000	Research abilty will improve and innorvative attitude will be develop

<b>workshop on hindi language for C&amp;D grade school</b>	120	4 days	nill	Not Done	<b>0</b>	0	<b>0</b>	0	0
<b>workshop on english for C&amp;D grade school</b>	120	4 days	nill	Not Done	<b>0</b>	0	<b>0</b>	0	0
<b>workshop on maths for C&amp;D grade school</b>	120	4 days	nill	Not Done	<b>0</b>	0	<b>0</b>	0	0
<b>workshop on science for school Teachers</b>	120	20 Days	113	0	<b>32795</b>	0	<b>0</b>	0	To Develop scientific attitude in Teachers and Students



Navoday School Exam for CACs and teachers	81	3 days	0	Not Done	0.00	81 CACs	3 days	75000	1. Student will Participate in Navoday Admission Exam. 2. Capacity Building of Students. 3. Students will get admission.
Inter DIET academic exposure visit	7	7 days	0	Not Done	0	0	0	0	0
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.
total					190655			1374420	

**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

Function	During 2016-17					Plan for 2017-18			
Name of Institution	No.of DITE faculty proposed to be covered as per AWP 2016-17	Brief nature of the programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of DIET faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
<b>Nagri</b>	6	capacity building	0	NOT DONE	0	6	capacity building	90000	capacity building of diet faculty
<b>ICT</b>	13	capacity building	0	NOT DONE	0	6	capacity building	90000	capacity building of diet faculty
<b>Visit of Pota Cabine</b>	6	capacity building	6	0	50000	15	Explosure Visit	100000	capacity building of diet faculty
					50000			280000	

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

[illegible]

<b>H CONTENT &amp; MATERIAL DEVELOPMENT</b>									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/R releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/ releases	Target Group	Estimated Expenditure	Expected outcomes
<b>Publication of research and action research</b>	45	Teachers	45	0	100000	<b>30</b>	Teachers	130480	Teachers have will able to solve their educational Problems
<b>reading Materials for Kamar Tribes</b>	1000	Students	0	0	0	<b>0</b>	0	0	0
<b>Local folk songs Stories</b>	50	D.ed Students	50	0	2500	<b>50</b>	D.ed Students	5000	Collection of folk Songs and Stories
<b>Thumbs Art</b>	1000	D.ed Students + School Students	1000	0	5000	<b>0</b>	0	0	0
<b>Succes stories</b>	0	0	0	0	0	<b>1325</b>	Ps and ups	100000	In Inspire teachers for Better Works

<b>Support Programme Composite Schools</b>	0	0	0	0	0	81	One Camps School	104100	To Support Teachers for Doing better works together
<b>physical Education cum awareness about country</b>	0	0	0	0	0	81	CAC	167000	Physical Awerness
<b>Kishori Balika Protsahan Yojana</b>	0	0	0	0	0	100	ups+Hs+Hss	100000	Awerness for Girls Health heigine
<b>MITA Training</b>	0	0	0	0	0	50	ps+Ups	0	Develop Multiple Intelligence Skill
<b>Self Leadership</b>	0	0	0	0	0	200	Ps+ Ups Students	100000	to Develop HOT
<b>MOOC Programme</b>	0	0	0	0	0	100	Diet Faculty + MTS	100000	Proffessional Development s
					107500			806580	

# **I ON-SITE SUPPORT TO TEACHERS**

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achiev ements	Shortfalls if any with reasons	Expendit ure incurred	Planned number s visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
Visits to Schools	243	3 days	144	Busy in other Programme s	10000	243	3 days	40000	on -site Academic support to Teachers
					10000			40000	

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>Nagri</b>	<b>2Units + 2 units</b>	<b>2 Years</b>	<b>99+97</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				



## 6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

[illegible]

### 6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts										Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16,to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%		
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]							In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17
				SANCTIO		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11						
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

### Salary Claim for New DIET 2016-17

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET Narayanpur	<b>Has DIET submitted self-appraisal Report to NCTE for 2016-17</b>	no
<b>No. of districts created between April 2002 and March 2011</b>	2	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	Yes
<b>Whether DIET is</b>	New	<b>Status of PAC</b>	no
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed course</b>	Application for recognition submitted	<b>No. of DRCs sanctioned in your District, attach list</b>	Nil
<b>Annual Intake capacity in DIETs</b>	D.Ed.1st Year-50	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>		<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	
<b>Name, phone and E-mail of Website In-charge</b>		<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	
<b>Name, phone no. and address, Email of D.Ed.O. in your all Districts</b>			

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators		Suggested Performance Indicators	
Does the DIET have a detailed database on the school, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves?		<b>INPUT / ACTIVITY Measures</b> 1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period). 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction ) 3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities) 4. Average duration of Principalship in the last 5 years. 5. % of faculty positions filled 7. % of new books ( < 3 years old ) in the institution library.	
2. Has the DIET conducted a training need analysis for teachers?			No
3. Does the DIET hold regular meetings with SSA    b. RMSA    c. IASE    d. CTE    e. SCERT    a.			NIL
4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?			NIL
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?			NIL
6. Does the DTET use a Training Management System ?			NIL
7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?			
8. What are the areas of research covered?		<b>OUTPUT/ OUTCOME Measures</b>	
9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?		1. Number of qualified teachers added to the system through DIETS.	NIL
10. Are there regular faculty development programs for DIET faculty ?		2. % of DIET students who cleared the TET.	NIL
11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?		3. No. of modules for training of teachers, etc prepared DIET faculty -	7
12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?		4. No. of action research undertaken by the DIET faculty.	2
13. What has been the most talked-about process improvement in the year within the DIET ?		5. No. of resource material developed by DIET faculty for school teachers.	
		6. No. of faculty of DIETs who underwent capacity development and training programs .	
		7. Has the DIET prepared the Annual Action Plan 2016-17.	

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
		—	—	—	—	—	
<b>Total</b>							

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

## 6.5 FUCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2017-18 as per AWP	Achievements	Shortfalls if any with reasons	Expenditur e incurred
1. D.Ed 1st year	100	1 Year	50	Proposed	–	–
2. D.Ed 2st year	–	–	–	–	–	–



<b>B</b>	<b>RESEARCH AND ACTION RESEARCH</b>
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[illegible]

## C RESOURCE CENTRE AND DOCUMENTATION

[illegible]

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
Micro Planning	150 Teachers	5 days	will be held in February		1,00,000				
Maths training for Primary teachers	40 teachers	3 days	Teachers know how to teach basic Maths		28,635	120 teachers	3 days	72,000	Competencies will be improved
Maths training for Upper Primary Teachers & Utilization of Maths lab	40 teachers	3 days	Proposed in February			150 teachers	5 Days	180,000	Teachers will clear their problems (30,000 for maths lab)
Strengthening of S.M.C	200 teachers	1 day	S.M.C.Members will take active participation in school activities.		57,610	30 HM + 30 SMC	1 day	12,000	Head masters will become aware towards community participation at school.
Workshop on Local Artefacts						30 teachers	5 days	50,000	Teachers will learn about & make art & craft materials under the guidance of local artisans
Training of H.M.for Educational Administration& Leadership	90 teachers	5 Days	H.M.will be the better leader.		84,866	60 teachers	5 Days	60,000	Head masters will improve their management abilities
Capacity building in Spoken English (Pronunciation & Use of lang. functions)						300 (Primary) teachers	5 Days	300000	competencies in Spoken English will be upgraded

[illegible]

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

[illegible][illegible]

## H CONTENT & MATERIAL DEVELOPMENT

[illegible]



## I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016- 17	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
<b>school Monitoring&amp; support by DIET staff</b>	300	4 HOURS	Improved classroom teaching & student interaction	follow-up not regular	80,000 appr	300	4 HOURS	300,000	On site support to students & teachers during interaction at schools
<b>Total</b>								300,000	

**TOTAL CLAIM FOR 2017-18**

**1819000**

Approved by District Programme Advisory Committee.

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S. No.	Head of Expenditure	Central assistance in 2016-17	Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contribution 2017-18	Claim from GOI (2017-18)
			Central share	State				
A	EXISTING DIETs/DRCs							
1	Strengthening of phsical infrastructure (i) Civil Works					363.423	145.3692	218.0538
	(ii)Equipments					20.00	8.00	12.00
2	programmes and activities					18.19	7.28	10.91
3	Salary of faculty and staff sanctioned and filled up after up-gradation					80.00	32.00	48.00
4	Faculty Development					2.00	0.80	1.20
5	Contingency					15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION							
12	Hardware support					2.00	0.80	1.20
13	Purchase of hub/switch							
14	One-time orientation/training of teacher educators							
15	Additional support/maintenance							

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIO	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as		SANCTIONED	Filled up as							
				B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11	B.U.	A.U.	on 31.3.11						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	DIET PENDRA	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	Nil
<b>No. of districts created between April 2002 and March 2011</b>	BILASPUR MINGELI	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	one
<b>Whether DIET is</b>	ONE WRC/5-6/21K220002539/7-5403 DATED 9.8.2000	<b>Status of PAC</b>	Yes
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>		<b>No. of DRCs sanctioned in your District, attach list</b>	
<b>Annual Intake capacity in DIETs</b>	Annual intake capaacity 100 Actual No. of Trainees admitted in 2016-17	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	list attched
<b>Actual no. of trainees admitted in 2016-17</b>			
<b>Address of DIET functional website</b>	Nil	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	list attched
<b>Name, phone and E-mail of Website In-charge</b>	Nil	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	list attched
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Shri Hemant Upadhya ( DEO bilashpur ) Ph.07752-238687 e-mail deobilaspur@gmail.com Shri k.c. kabara ( DEO mungeli ) e-mail mis.mungeli@gmail.com		

## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ? Yes</p> <p>2. Has the DIET conducted a training need analysis for teachers?</p> <p>3. Does the DIET hold regular meetings with SSA RMSA IASE CTE SCERT    yes</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?    Yes</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?    Yes</p> <p>6. Does the DIET use a Training Management System ? Yes</p> <p>7. Does the DIET conduct research studies related to teacher education in the area that it covers ?</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).    50</p> <p>a. 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 b. hours of interaction )    100 c. d. e.</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)    2</p> <p>4. Average duration of Principalship in the last 5 years.</p> <p>5. % of faculty positions filled</p> <p>6. % of new books ( &lt; 3 years old ) in the institution library.</p>
<p>8. What are the areas of research covered?</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentation, reports, newspaper / journal articles, book etc.?</p> <p>10. Are there regular faculty development programs for DIET faculty ?</p> <p>11. How many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs.</p> <p>2. % of DIET students who cleared the TET.</p> <p>3. No. of modules for training of teachers, etc prepared by DIET faculty -</p> <p>4. No. of action research undertaken by the DIET faculty.</p> <p>5. No. of resource material developed by DIET faculty for school teachers.</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs .</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17.</p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
<b>Total</b>				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)



**6.5 FUCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	1 Years	100	100		
2. D.Ed 2st year	100	1 Years	100	94	Due to lang absent	

B RESEARCH AND ACTION RESEARCH									
Function	During 2016-17					Plan for 2017-18			
Reasearch Title	Number of research proposed as per AWP 2016-17	Dissemination details (How was the research used)	Achievements		Expenditure incurred	Planned numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
action reasearch	50	Quality improvement	24	lack of intrest	165740	50	Quality improvement	100,000	Solving classroom problems.
annual magjin	-	-	-	-		1000	To exposerdiet activity	50000	To know diet activity
Total					165740	1050		150,000	

C RESOURCE CENTRE AND DOCUMENTATION									
Function	During 2016-17					Plan for 2017-18			
Resource support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents / publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
बिलासपुर / मुंगेली जिले के श्रेष्ठ विकास खण्ड शिक्षा अधिकारी , स्त्रोत समन्वयक , उत्कृष्ट शिक्षकों का प्रतिबिम्ब कार्यक्रम के तहत शिक्षक दिवस के अवसर पर सम्मान कार्यक्रम	118	एक कार्यदिवस	शिक्षकों को सम्मान से प्रतिस्पर्धा की भावना का विकास	No	585780	88	2 दिवस	100000	सम्मानित शिक्षक अधिक प्रेरणा से कार्य कर सकेंगे तथा आस- पास के शिक्षकों को प्रोत्साहित करना

100000

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

Function	During 2016-17					Plan for 2017-18			
Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
उच्च प्राथमिक शालाओं में कक्षा 6 गणित विषय का ए.एल.एम. विधि से शिक्षकों का पांच दिवसीय प्रशिक्षण	400	364	शिक्षकों में क्षमता विकास	शिक्षक अनुपस्थित	528138	204	5X4= 20 days	215000	गणित विषय के प्रशिक्षण से शिक्षकों में दक्षता विकास में वृद्धि होगी
गणित कार्यशाला	50	30		शिक्षक अनुपस्थित	61942	—	—		—
स्थानीय खेलों का प्रशिक्षण	330	330	शिक्षक एवं छात्र खेलों के नियम से परिचित होंगे		462750	—	—		—
उच्च प्राथमिक शालाओं( मांडल शाला ) में संचालित ए.एल.एम.प्रविधियों से हो रहे अध्यापन करने वाले शिक्षकों का प्रशिक्षण	100	83	शिक्षकों में क्षमता विकास	शिक्षक अनुपस्थित	48340	—	—		—

ए.पी.जे.अब्दुल कलाम शिक्षा गुणवत्ता में सी.एव.डी. ग्रेड वाले शालाओं के प्रधान पाठकों का गुणात्मक विकास हेतु प्रशिक्षण सह उन्मुखीकरण	261	519	शिक्षकों के शाला स्तर में गुणात्मक सुधार होगा		507102	300	5x3= 15days	284000	जिले के समस्त शालाओं में शैक्षिक गुणवत्ता सुनिश्चित की जा सकेगी
राष्ट्रीय प्रतिभा खोज	2000	60	छात्रों के प्रतिभा का विकास होगा	शिक्षक अनुपस्थित	14804	—	—		—
उच्च प्राथमिक विद्यालयों में कक्षा आठवीं अंग्रेजी ( ग्रामर ) पढ़ाने वाले शिक्षकों का प्रशिक्षण	—	—	—	—	—	150	3x5= 15 days	223750	अंग्रेजी विषय के अध्यापकों में व्यवसायिक दक्षता विकसित की जा सकेगी
उच्च प्राथमिक विद्यालयों के कक्षा 6 वीं का विज्ञान विषय पर गतिविधि आधारित प्रशिक्षण	—	—	—	—	—	204	4x3= 12 days	167000	छात्र गतिविधि के माध्यम से विज्ञान विषय को समझ सकेंगे ।
उच्च प्राथमिक विद्यालयों में कक्षा 6 वीं सामाजिक अध्ययन विषय के अध्यापकों का प्रशिक्षण	—	—	—	—	—	204	4x3= 12 days	267000	सामाजिक विज्ञान विषय के अध्यापकों में व्यवसायिक दक्षता विकसित की जा सकेगी
प्राथमिक विद्यालयों के कक्षा पांचवीं के शिक्षकों के लिये अंग्रेजी भाषा दक्षता उन्नयन प्रशिक्षण	—	—	—	—	—	150	3x5= 15 days	224000	अंग्रेजी विषय के अध्यापकों में व्यवसायिक दक्षता विकसित की जा सकेगी

“ लेब एरिया के शालाओं के बच्चों हेतु नेतृत्व क्षमता एवं आत्मविश्वास बढ़ाने हेतु प्रशिक्षक शिक्षक तैयार करना ।	—	—	—	—	—	15 school	5 days each month	30000	बच्चों में नेतृत्व क्षमता का विकास करना ।
आदिवासी अंचल के 10 विद्यालयों में शिक्षा का अधिकार अधिनियम की समझ विकसित करने का एस.एम.सी. के अध्यक्षों का प्रशिक्षण	—	—	—	—	—	70	2 days	51000	शिक्षा के क्षेत्र में एस.एम.सी. के सदस्यों के माध्यम से अवगत कराना
						200	5 days	200000	Science Training for Teachers.
						200	5 days	200000	Social Science Training for Teachers.
						300	5 days	300000	English Training for Teachers.

2161750

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]



**G INNOVATIONS**

Function	During 2016-17					Plan for 2017-18			
Nature of innovation	No. of beneficiaries proposed to be covered as per AWP 2016-17	Brief objective	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
छत्तीसगढ़ की सांस्कृतिक विरासत लोक गीतों एवं लोक नृत्य ( सुआ कर्मा , ददरिया, डांडी नाच इत्यादी) का पाठ्यपुस्तक के रूपान्तरण का तीन दिवसीय प्रशिक्षण	100	100	छात्र स्थानीय संस्कृति से परिचित होंगे पाठ्य पुस्तक समझने में आसानी होगी		110500	200	4x3=12 days	150000	शिक्षक एवं छात्र स्थानीय लोक गीत संस्कृति से परिचित हो सकेंगे शिक्षण में इसका उपयोग कर सकेंगे

150000

H CONTENT & MATERIAL DEVELOPMENT									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/Releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/releases	Target Group	Estimated Expenditure	Expected outcomes
प्राथमिक एवं उच्च प्राथमिक शिक्षकों का मिट्टी, बांस एवं अन्य वस्तुओं से खिलौना बनाने के कार्य का प्रशिक्षण	305	399	छात्रों में कला के प्रति जागरूकता आयेगी		422917	204	4x3= 12 days	100000	कबाड़ से जुगाड़ कर सहायक शिक्षण सामग्री के निर्माण में दक्ष होंगे
शिक्षकों का आर्ट एवं क्राफ्ट प्रशिक्षण	200	200	छात्र स्वावलम्बी बनेंगे		106300	—	—	—	—

100000

# I ON-SITE SUPPORT TO TEACHERS

Function	During 2016-17					Plan for 2017-18			
Eg. Visits to Schools	Number of visites proposed as per AWP 2016-17	Average duration of each visit	Achievem ents	Shortfalls if any with reasons	Expendit ure incurred	Planned numbers visites	Average duration of each visit	Estimated Expenditure	Expected outcomes
1.विद्यालय अवलोकन प्राथमिक स्तर	155	4 घंटे	—	—	---	350	4 घंटें	40000	शिक्षकों की क्षमता एवं स्थल मार्गदर्शन
2विद्यालय अवलोकन उच्च प्राथमिक स्तर	152	4 घंटे	—	—	—	350	4 घंटें	35000	शिक्षकों की क्षमता एवं स्थल मार्गदर्शन
3विकास खण्ड अकादमिक बैठक का अवलोकन	20	2 घंटे	—	—	—	25	2 घंटे	10000	विकास खण्ड की जानकारी को अद्यतन करना
4. संकुल स्तरीय अकादमिक बैठकों का अवलोकन	25	2 घंटे	—	—	—	55	2 घंटे	10000	संकुल स्तरीय जानकारी को अद्यतन करना
5. डाइट स्तर पर मासिक अकादमिक समीक्षा बैठक का आयोजन	12	2 घंटे	—	—	—	12	2 घंटे	15000	जिले की जानकारी को अद्यतन करना एवं भविष्य की कार्य योजना

110000

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>pendra distt- bilaspur</b>	<b>100</b>	<b>2 years</b>	<b>100</b>
<b>2</b>		<b>100</b>	<b>2 years</b>	<b>94</b>
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contributi on 2017- 18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
<b>A</b>	<b>EXISTING DIETs/DRCs</b>									
<b>1</b>	Strengthening of physical infrastructure (i) Civil Works									
	(ii) Equipments							20.00	8.00	12.00
<b>2</b>	programmes and activities				9.89			30.71	12.28	18.43
<b>3</b>	Salary of faculty and staff sanctioned and filled up after up-gradation				152.67			183.00	73.20	109.80
<b>4</b>	Faculty Development				1.00			2.00	0.80	1.20
<b>5</b>	Contingency				3.44			15.00	6.00	9.00
<b>D</b>	<b>TECHNOLOGY IN TEACHER EDUCATION</b>									
<b>12</b>	Hardware support									
<b>13</b>	Purchase of hub/switch									
<b>14</b>	One-time orientation/training of teacher educators									
<b>15</b>	Additional support/maintenance							2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)

**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETs**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTION B.U.	A.U.	Filled up as on 31.3.11	SANCTIONED B.U.	A.U.	Filled up as on 31.3.11	SANCTIONED B.U.	A.U.	Filled up as on 31.3.11	SANCTIONED B.U.	A.U.	Filled up as on 31.3.11						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
				3	3			18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00

## 6.1 ABOUT DIETs

<b>Name of DIET</b>	RAIPUR	<b>Has DIET submitted self-appraisal Report to NCTE for 2015-16</b>	NO
<b>No. of districts created between April 2002 and March 2011</b>	3	<b>Has DIET submitted Annual Action Plan for 2016-17</b>	YES
<b>Whether DIET is</b>	UPGRADED	<b>Status of PAC</b>	Formed
<b>(i) Upgraded</b>			
<b>(ii) New</b>			
<b>NCTE recognition order No. for D.Ed. Course</b>	NCTE letter no.f.no./inspection/cg/166th/2 012/93637/date 01.08.2012	<b>No. of DRCs sanctioned in your District, attach list</b>	0
<b>Annual Intake capacity in DIETs</b>	100	<b>No. of BRC, Attach separate list with Place, name phone no. and address of BRC</b>	List Attached
<b>Actual no. of trainees admitted in 2016-17</b>	100		
<b>Address of DIET functional website</b>	www.dietraipur.scertcg.com	<b>No. of CRC, Attach separate list with Place, name, phone no. and address of CRC</b>	List Attached
<b>Name, phone and E-mail of Website In-charge</b>	Mrs. A.Verulkar 7587499827 Mr. Jitendra Ramtake 9826860449	<b>No. of B.Ed.O, Attach separate list with Place, name, phone no. and address of B.Ed.O.</b>	List Attached
<b>Name, phone no. and address, Email of D.Ed.O. in Your All Districts</b>	Mr.A.Chavre, DEO Raipur- 9424126295 Mr. G.R.Chandrakar,DEO B.Bazar- 9617435854 DEO Gariyaband-9993110660		



## 6.2 PROCESS and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
<p>1. Does the DIET have a detailed database on the school, teachers, Block Resource Centers &amp; Cluster Resource Centers in the district that it serves ?</p> <p>2. Has the DIET conducted a training need analysis for teachers?</p> <p>3. Does the DIET hold regular meetings with SSA RMSA IASE CTE SCERT</p> <p>4. Has there been positive feedback on the D.Ed. Programme by student teachers, Are there records of the same?</p> <p>5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of them?</p> <p>6. Does the DIET use a Training Management System ?</p> <p>7. Does the DIET conduct research studies related to teacher educators in the area that it covers ?</p>	<p><b>INPUT / ACTIVITY Measures</b></p> <p>1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period).</p> <p>a. 2. Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction )</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>3. Availability of technology enabled infrastructure ( functioning computers, internet connection email id and multi-media facilities)</p> <p>4. Average duration of Principalship in the last 5 years.</p> <p>5. % of faculty positions filled</p> <p>6. % of new books ( &lt; 3 years old ) in the institution library.</p>
<p>8. What are the areas of research covered?</p> <p>9. How many publications have been authored by DIET faculty- conference/ seminar, presentationS, reports, newspaper / journal articles, book etc.?</p> <p>10. Are there regular faculty development programs for DIET faculty ?</p> <p>11. Who many faculty members at DIET were deputed for conferences, went on study leave and undertook exposure visits?</p> <p>12. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?</p> <p>13. What has been the most talked-about process improvement in the year within the DIET ?</p>	<p><b>OUTPUT/ OUTCOME Measures</b></p> <p>1. Number of qualified teachers added to the system through DIETs.</p> <p>2. % of DIET students who cleared the TET.</p> <p>3. No. of modules for training of teachers, etc prepared DIET faculty -</p> <p>4. No. of action research undertaken by the DIET faculty.</p> <p>5. No. of resource material developed by DIET faculty for school teachers.</p> <p>6. No. of faculty of DIETs who underwent capacity development and training programs .</p> <p>7. Has the DIET prepared the Annual Action Plan 2016-17.</p>

### 6.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

#### Status of Non-recurring Central Assistance received:

Name of DIET	Year in which central assistance received	component	instalment no.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
<b>Total</b>				0	0	0	

#### 6.4 CURRENT STAFF AND PLAN - 2017-18

S.No.	Name of DIET	No. of posts sanctioned						Post Filled						vacant posts						% vacant posts					
		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total		Academic		Non Academic		Total	
SN		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	Ambikapur	6	19	5	22	11	41	6	11	2	15	8	26	0	8	3	7	3	15	0.00	42.11	60.00	31.82	27.27	36.59
2	bastar	6	19	5	22	11	41	4	12	2	14	6	26	2	7	3	8	5	15	33.33	36.84	60.00	36.36	45.45	36.59
3	bemetara	6	19	5	22	11	41	4	11	3	11	7	22	2	8	2	11	4	19	33.33	42.11	40.00	50.00	36.36	46.34
4	dharamjaigarh	6	19	5	22	11	41	3	5	3	15	6	20	3	14	2	7	5	21	50.00	73.68	40.00	31.82	45.45	51.22
5	Jangir-Champa	6	19	5	22	11	41	0	12	0	10	0	22	6	7	5	12	11	19	0.00	36.84	0.00	54.55	0.00	46.34
6	jashpur	6	19	5	22	11	41	0	8	0	11	0	19	6	11	5	11	11	22	0.00	57.89	0.00	50.00	0.00	53.66
7	Kanker	6	19	5	22	11	41	0	6	0	8	0	14	6	13	5	14	11	27	0.00	68.42	0.00	63.64	0.00	65.85
8	khairaharh	6	19	5	22	11	41	4	7	3	12	7	19	2	12	2	10	4	22	33.33	63.16	40.00	45.45	36.36	53.66
9	mahasamund	6	19	5	22	11	41	0	10	0	5	0	15	6	9	5	17	11	26	0.00	47.37	0.00	77.27	0.00	63.41
10	Nagari	6	19	5	22	11	41	0	7	0	4	0	11	6	12	5	18	11	30	0.00	63.16	0.00	81.82	0.00	73.17
11	Pendra	6	19	5	22	11	41	3	11	2	13	5	24	3	8	3	9	6	17	50.00	42.11	60.00	40.91	54.55	41.46
12	Raipur	6	19	5	22	11	41	4	15	2	20	6	35	2	4	3	2	5	6	33.33	21.05	60.00	9.09	45.45	14.63
13	dantewada	0	19	0	22	0	41	0	8	0	8	0	16	0	11	0	14	0	25	0.00	57.89	0.00	63.64	0.00	60.98
14	Korba	0	19	0	22	0	41	0	17	0	6	0	23	0	2	0	16	0	18	0.00	10.53	0.00	72.73	0.00	43.90
15	korea	0	19	0	22	0	41	0	8	0	12	0	20	0	11	0	10	0	21	0.00	57.89	0.00	45.45	0.00	51.22
16	kabirdham	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
		72	304	60	352	132	656		154		168		322	44	150	43	184	87	334	14.58	49.34	22.50	52.27	18.18	50.91
																				AVERAGE					

Academic Staff Vacancy is 49.34%

#### Current Staff and Plan 2017-18 for New DIETs

17	Durg	0	19	0	22	0	41	0	6	0	4	0	10	0	13	0	18	0	31	0.00	68.42	0.00	81.82	0.00	75.61
18	Bijapur	0	19	0	22	0	41	0	9	0	4	0	13	0	10	0	18	0	28	0.00	52.63	0.00	81.82	0.00	68.29
19	Narayanpur	0	19	0	22	0	41	0	1	0	2	0	3	0	18	0	20	0	38	0.00	94.74	0.00	90.91	0.00	92.68
		0	57	0	66	0	123	0	16	0	10	0	26	0	41	0	56	0	97	0.00	71.93	0.00	84.85	0.00	78.86
																				AVERAGE					

Overall Academic Staff Vacancy is 52.90%

B.U. Before Upgradation

A.U. After Upgradation (Including Posts before upgradation)

**6.5 FUNCTION WISE FORMATS (To be prepared by each DIET and Consolidated in the State Annual Work Plan)**

<b>A PRE-SERVICE PROGRAMME</b>						
Name of course (D.Ed.)	Intake approved by NCTE	Duration of Programme	Actual no. of trainees targetted in 2016-17 as per AWP	Achievements	Shortfalls if any with reasons	Expenditure incurred
1. D.Ed 1st year	100	2 yrs	100	100	Selected elsewhere	
2. D.Ed 2st year	100	2 yrs	100	95	Selected elsewhere	

<b>B</b>	<b>RESEARCH AND ACTION RESEARCH</b>
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[illegible]

<b>C RESOURCE CENTRE AND DOCUMENTATION</b>									
Function	During 2016-17					Plan for 2017-18			
Resouce support types	No. of documents/ publications proposed to be released as per AWP 2016-17	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of documents/ publications releases	Planned no. of orientation held with teachers	Estimated Expenditure	Expected outcomes
Documentatio n of Action research	1	Compilation of action researches							
Magazine	1					1		100000	
Newsletter	3					2		10000	
Brochure	1							20000	
Documentatio n of good practices						1	100	100000	100 schools with 100 experiments

**230000**

**D TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC COORDINATORS,VEC,SMC MEMBERS,etc.**

	Function	During 2016-17					Plan for 2017-18			
S.No.	Nature of Programme	No. of participants proposed to be covered as per AWP 2016-17	Average Duration of Programme	Achievements	Shortfalls if any with reasons	Expenditure incurred	Planned numbers of participants	Average Duration of Programme	Estimated Expenditure	Expected outcomes
1	Leadership Programme	450	5 days	HM trained			450	5 days	250000	HM will be able to lead in a better way
2	CAC Orientation	300	4 days	Better understanding of pedagogy						
3	TET Training	100	2 days	Better performance in TET			200	2 days	80000	Teachers will be able to clear the eligibility test
4	Follow-up Spoken English programme	150	3 days	Good practices as well as problems will be shared by the teachers						

5	English Trg for teachers	100	5 days	Development of teaching skill in English			100	5 days	70000	Newly promoted MS teachers will be trained in pedagogy
6	SMC training	400	1 day	SMC oriented			260	1 day	200000	SMC, HM and CAC will become aware of their roles and responsibility
7	Orientation of teachers for NMMSE exam	250	1 day	More students appeared in exam						
8	Developing Language and Maths skills in PS teachers	150	5 days	Teachers were trained to teach effectively						
9	Science Training	100	5 days	MS teachers were trained			150	5 days	100000	Teachers will be trained by multimedia
10	Value education (Chetne Vikas Moolya Shiksha)						50	5 days	50000	PS and MS teachers will become aware of human values
11	Activity based Maths training for newly promoted MS teachers						100	5 days	100000	Newly promoted MS teachers will be trained in activity based Maths teaching
12	State level seminar						50	1 day	50000	Exchange of new ideas



13	Training on ALM						100	5 days	100000	Regular attendance of students, active learning, developing the tendency of working in groups
14	Module development and training on girls' education						100	5 days	100000	Awareness among girls regarding education, health and cleanliness
15	Training on Inclusive education						100	5 days	100000	Improvement in teaching learning process
16	Infusion approach in environmental education	200	4 days	Better understanding of environment teaching-learning						
17	Follow up of environmental education						100	2 days	50000	Sharing of work done in schools
18	Hindi and Sanskrit training						100	5 days	100000	Improvement in teaching learning process with the help of technology
19							200	5 days	200000	Science Training for Teachers.
20							200	5 days	200000	Social Science Training for Teachers.
21							300	5 days	300000	English Training for Teachers.

**2050000**

## E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

[illegible]

## F TECHNOLOGY IN TEACHER EDUCATION

[illegible]

## G INNOVATIONS

[illegible]

<b>H CONTENT &amp; MATERIAL DEVELOPMENT</b>									
Function	During 2016-17					Plan for 2017-18			
Type	No. of publications/R releases proposed as per AWP 2016-17	Target Group	Achievements	Shortfalls if any with reasons	Expenditure incurred	No. of proposed publications/ releases	Target Group	Estimated Expenditure	Expected outcomes
TLM development	Learning material for schools and students					Learning material for schools and students		100000	
Development of assessment sheets with the help of computers						1 document	MS teachers	50000	

**150000**

## I ON-SITE SUPPORT TO TEACHERS

[illegible]

**J. PRE-SERVICE PROGRAMMES: DIET/DRC wise Status of Intake approved and Actual no. of trainees admitted in 2016-17.**

<b>Sl. No.</b>	<b>Name of DIET</b>	<b>Intake approved by NCTE</b>	<b>Duration of programme</b>	<b>Actual no. of trainees admitted in 2016-17</b>
<b>1</b>	<b>raipur</b>	<b>100</b>	<b>2 years</b>	<b>100</b>
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)**

S.N o.	Head of Expenditure	For 2016-17						For 2017-18		
		Approved Amount	Released		Expenditure incurred		Unspent Balance as on 31.03.2017	Total proposed 2017-18	State Contributi on 2017- 18	Claim from GOI (2017-18)
			Central share	State Share	Central share	State Share				
A	EXISTING DIETs/DRCs									
1	Strengthening of phsical infrastructure (i) Civil Works									
	(ii)Equipments							20.00	8.00	12.00
2	programmes and activities				6.04			30.50	12.20	18.30
3	Salary of faculty and staff sanctioned and filled up after up- gradation				184.46			222.00	88.80	133.20
4	Faculty Development				0			2.00	0.80	1.20
5	Contingency				3.99			15.00	6.00	9.00
D	TECHNOLOGY IN TEACHER EDUCATION									
12	Hardware support									
13	Purchase of hub/switch									
14	One-time orientation/training of teacher educators									
15	Additional support/maintenance							2.00	0.80	1.20

(\* To be filled up separately under 6.7 below)



**6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES:DIETS**

S.No.	Name of District where DIET is located	whether Upgraded or New	Year of Sanction	No. of posts												Estimated Annual Expenditure (for 2017-18) on posts which were			Actual expenditure in 2016-17 as on 31.03.2017 salaries of posts mentioned in col.7,10,13, &16, to the extent they were filled	State Contribution after upgradation 40%	Net claim from GOI on account of salaries for 2017-18 60%
				Principle payscale [15600-39100 GP 6600]			Vice-Principle/sr.Lecturer pay-Scale [ 9300-34800 GP 5400 ]			Lecturer Pay-Scale [ 9300-34800 GP 4300]			Para Academic Staff Pay-Scale [ 5200-20200 GP 2800]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.03.17				
				SANCTIONED	Filled up as on 31.3.11		SANCTIONED	Filled up as on 31.3.11		SANCTIONED	Filled up as on 31.3.11		SANCTIONED	Filled up as on 31.3.11							
				B.U.	A.U.		B.U.	A.U.		B.U.	A.U.		B.U.	A.U.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20	21
1	Sarguja	Upgraded	89-90	0	1	1	1	6	6	5	12	4	5	22	15	19.71	165.00	145.29	135.77	77.83	87.17
2	Bastar	Upgraded	88-89	0	1	0	1	6	3	5	12	9	5	22	14	19.64	170.00	150.36	142.16	79.78	90.22
3	Bemetara	Upgraded	89-90	0	1	1	1	6	2	5	12	8	5	22	11	19.82	165.00	145.18	137.24	77.89	87.11
4	Raigarh	Upgraded	89-90	0	1	1	1	6	2	5	12	2	5	22	15	19.18	110.00	90.82	92.37	55.51	54.49
5	Jangir-champa	Upgraded	2005-06	0	1	1	1	6	4	5	12	7	5	22	10	19.58	150.00	130.42	124.50	71.75	78.25
6	Jashpur	Upgraded	2005-06	0	1	1	1	6	1	5	12	6	5	22	11	19.7	90.00	70.30	75.27	47.82	42.18
7	Kanker	Upgraded	2005-06	0	1	1	1	6	2	5	12	3	5	22	8	19.61	73.00	53.39	61.13	40.97	32.03
8	Rajnandgaon	Upgraded	91-92	0	1	1	1	6	1	5	12	5	5	22	12	19.91	93.00	73.09	77.55	49.15	43.85
9	Mahasamund	Upgraded	2005-06	0	1	1	1	6	4	5	12	5	5	22	5	19.32	115.00	95.68	95.63	57.59	57.41
10	Dhamtari	Upgraded	2005-06	0	1	0	1	6	4	5	12	3	5	22	4	19.45	94.00	74.55	78.03	49.27	44.73
11	Bilaspur	Upgraded	89-90	0	1	1	1	6	4	5	12	6	5	22	13	19.19	183.00	163.81	152.67	84.71	98.29
12	Raipur	Upgraded	88-89	0	1	1	1	6	6	5	12	8	5	22	20	20.22	222.00	201.78	184.46	100.93	121.07
13	Dantewada	New	2005-06	0	1	1	0	6	0	0	12	7	0	22	8	0	51.00	51.00	41.91	20.40	30.60
14	Korba	New	2005-06	0	1	1	0	6	5	0	12	11	0	22	6	0	169.00	169.00	140.45	67.60	101.40
15	Korea	New	2005-06	0	1	1	0	6	3	0	12	4	0	22	12	0	91.00	91.00	75.86	36.40	54.60
16	Kabirdham	New	2005-06	0	1	1	0	6	0	0	12	5	0	22	4	0	63.00	63.00	52.59	25.20	37.80
				0	16	14	12	96	47	60	192	93	60	352	168		2004.00	1768.67	1667.55	942.80	1061.20

**Salary Claim for New DIET 2016-17**

17	Durg	New	2012-13	0	1	1	0	6	5	0	12	4	0	22	1	0	80.00	80.00	0.00	32.00	48.00
18	Bijapur	New	2012-13	0	1	1	0	6	1	0	12	7	0	22	4	0	50.00	50.00	0.00	20.00	30.00
19	Narayanpur	New	2012-13	0	1	1	0	6	0	0	12	1	0	22	0	0	30.00	30.00	0.00	12.00	18.00
					3	3		18	6	0	36	12	0	66	5	0	160.00	160.00	0.00	64.00	96.00

## List of Equipments to be Procured

### PER DIET

Amount in Lakhs

S.No.	Item	Quantity	Unit Cost	Total Cost
1	Fingerprint Biometric Machine	1	0.25	0.25
2	RO Water Purifier	2	0.30	0.60
3	Water Cooler	2	0.10	0.20
4	Photocopier	1	1.00	1.00
5	Scanner	2	0.10	0.20
6	Fax Machine	1	0.15	0.15
7	Steel Almirah	5	0.15	0.75
8	Sound System	2	0.20	0.40
9	LCD Projector/ TV Min 45inch	2	0.75	1.50
10	Tablet Android OS 3G Support	5	0.20	1.00
11	Ethernet Network Switch	1	0.50	0.50
12	Cat 6 Network Cable	2	0.10	0.20
13	Printer	5	0.15	0.75
14	Desktop Computer	30	0.30	9.00
15	UPS for Computer	30	0.05	1.50
16	Computer Table	30	0.05	1.50
17	Laptop	3	0.50	1.50
		Total		21.00